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PROCEEDINGS

Twenty-Second Annual Conference
OF THE
National Association of
Deans and Advisors
of Men

Held at The Hilton Hotel
UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico
JUNE 27-29, 1940

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Twenty-Second Annual Conference

OF THE

*National Association of
Deans and Advisors
of Men*

●

President Dean J. F. Findlay, University of Oklahoma
Vice President Dean J. L. Bostwick, University of New Mexico
Secretary-Treasurer Dean Fred H. Turner, University of Illinois
Executive Committee—The Officers and

Dean D. H. Gardner, University of Akron
Dean J. A. Bursley, University of Michigan
Dean J. H. Newman, University of Alabama
Dean J. R. Schultz, Allegheny College

●

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UNIVERSITY OF MICHIGAN

Twenty-second Annual Conference
of the
National Association of Deans
and Advisers of Men

ALBUQUERQUE, NEW MEXICO

JUNE 27 - 29 1940

Thursday Morning Session

JUNE 27, 1940

The opening session of the Twenty-second Annual Conference of the National Association of Deans and Advisers of Men, held June 27-29, 1940, at the Hilton Hotel, Albuquerque, New Mexico, convened at ten o'clock, President J. F. Findlay, presiding.

President Findlay: (University of Oklahoma) Will the Twenty-second Convention of the National Association of Deans and Advisers of Men come to order? We will open the convention by an invocation from Dean Thompson of St. Olaf College. We will all stand.

....The audience arose....

Dean J. Jorgen Thompson: (St. Olaf College) Our God and Heavenly Father, Thou hast through thy word, asked us to be still and to know that Thou art God. We, as Deans of Men, gathered today, would pause to recognize the fact that Thou art God, that Thou art the Creator of all things, and that Thou art the Giver of all good gifts. We acknowledge that Thou hast the power to do and will to help, and so we ask Thee, that as we are gathered, to advise concerning the problems that are ours in dealing with the men of the future, that Thou will be with us, and through Thy spirit, guide us and direct us so that we might go away from here feeling that we have worked and will work in communion with Thee. Then we know that our work will redound to Thy glory, and humanity will be blessed; and oh how we need, as humans, to know that Thou art not only a powerful God, a God who can do things, but that Thou art a kind and a generous and merciful God, that through Thee, we can learn to exercise mercy unto humanity the mercy that the world needs so much today. Be with us then, and bless us in the name of Jesus Christ, Thy Son. Amen.

President Findlay: Two years ago at Madison, this Convention listened to the Dean of Men from New Mexico in his expression of hospitality in terms of the proposed convention in 1940, to be held here. Last year we were again subjected to his persuasive eloquence, with

the result that this Convention decided to come to the University of New Mexico. The first chapter in the evidence of this Southwestern generosity is to be given to us, not by President Zimmerman, who will take a later part in the program, but by Judge Sam G. Bratton, Judge of the District Court of Appeals, Tenth District, since 1933, who served for twelve years in the United States Senate, and who is now serving as President of the Board of Regents of the University of New Mexico. I take pleasure in introducing to you this morning, Judge Sam G. Bratton, who will give us the address of welcome. (Applause)

Judge Sam G. Bratton: Mr. Chairman and Gentlemen: Reference has been made to the fact that I once served in a body where unlimited debate was permitted, and practiced, but let me assure you at the outset, that I shall not trespass upon your time and patience, by taking unto myself any such a prerogative on this occasion.

I am just a little mystified to know how far Dean Bostwick went on the two previous occasions referred to, and where he stopped in depicting and describing the attractions of New Mexico and the abundance of her hospitality.

In law, we have what is called "dealer's talk." That is to say that when a dealer or a trader is describing and referring to his wares and merchandise on the bargain counter or elsewhere, that some allowance must be made for expansion. (Laughter) I hope that in your spirit of generosity, you will extend to Dean Bostwick, the benefit of a reasonable measure of "dealer's talk," in extending the invitation here.

I feel thrilled with victory this morning. President Zimmerman requested this place on the program. He solicited and secured the aid of the President, and here in recent days, he and the President, together have conducted an active, continuous campaign to hold the position. (Laughter)

I have the experience of the average man in politics who finds him occasionally in conflict with the President, and he appreciates the tremendous disadvantage in which he struggles, and realizing that, I was slightly discouraged when Dr. Zimmerman secured the cooperation of the President and the morning paper announced with streaming headlines, that he would deliver this address of welcome, and the afternoon paper, not to be outdone, coming out with even larger headlines.

But each evening, during the shade and the quiet of early evening, I called Dean Bostwick, and he assured me regularly, that I was not losing. (Laughter) He said that I should just be courageous and firm. I asked him on one occasion, "Well, what are you saying to President Zimmerman? How are you keeping him quiet?" His answer was, "Leave that to me." So this morning, to find myself seated in this comfortable chair at the front, and to be here and on my feet, talking, when President Zimmerman came in thinking that he would fill this place on the program, thrills me. (Laughter)

Gentlemen: We are delighted to have you in New Mexico. Speaking on behalf of the University, speaking for the city, and being bidden to speak for the Governor of the State on this occasion, I say to you briefly but sincerely, that we count it a privilege to have you come in our midst.

It would be trite for me to comment upon the responsibility which rests upon you during ordinary circumstances and during ordinary times, but I conceive that during these times, your responsibility must be increased many times. The average citizen realizes the increase in responsibility resting upon his shoulders, and how much more you must realize the increase in the magnitude of the responsibilities which you will bear in the days and the weeks just ahead. Others will discuss the problems of the day, others will canvass all factors of the situation which surrounds us, others will analyze the conditions which we may reasonably anticipate, and so I shall not explore those questions at any great length.

I think it may be said, however, that the responsibilities which rest upon the United States today, and will rest upon her shoulders in the weeks just ahead, cannot be met, and her duties to her citizens and to the republic of mankind cannot be discharged solely and exclusively by appropriating money out of the treasury of the United States in sums exceeding a billion dollars at a time. Those things are essential. Every right thinking citizen believes that we must embark immediately upon a well thought out, a well devised, a well prepared program of expanding and enlarging of our naval and our war facilities. Every one believes that the existence and the perpetuity of our national existence require that. But, the job cannot be done entirely by appropriating money and building battleships and cruisers, and aircraft carriers and tanks, and other facilities for waging conflict. It requires moral fabric on the part of the citizenship. It exacts perhaps a revitalization of the spirit of our citizens in all walks of life to meet and solve and discharge the responsibilities which rest upon you and I and 130-odd million other American citizens, and there is the place where you gentlemen come, not only vitally into the picture, but perhaps with unprecedented importance, because it depends upon you, largely, to focus the outlook of the young men with whom you associate, and whose characters and whose concepts upon these important questions, will depend very much upon your influence.

And so, it is these considerations which prompt us in New Mexico, to feel peculiarly fortunate and deeply gratified that you are in our midst.

I shall not undertake to describe the University further than to say that we have approximately fifteen hundred students, an able corps of instructors from President Zimmerman down. We have a University of which the entire State is genuinely proud. We have a city here of which we are proud. I shall not undertake to canvass its beauties,

because that is just stereotyped in an ordinarily address of welcome, and we only hope that you will find the time, and have the opportunity to see some of the attractions of Albuquerque, and some of its marvelous growth of recent times.

Speaking as a substitute for Governor Miles, I should only say that as you well know we have a State that is about 25 years old. It is the fourth largest State in the Union. It has 222,000 square miles. It has three distinct races of different background, the Angles, the Spanish people and the Indians, all living, mixing, mingling, enjoying a life out here, and building a culture of which we are genuinely proud.

Generally, we hope you enjoy yourselves in this high altitude. We hope that when the time comes for you to take your departure back to your respective posts of duty, you can say that you have enjoyed your stay, and that you know we were delighted to have you, and that we tried to make your stay pleasant, and I assure you, in conclusion, that we of New Mexico, will be the better and the more fortunate, and the stronger, and the deeper rooted in the faith with which we have clung to our national existence, and her concepts and her teachings, we shall cling to them stronger and with a firmer belief, as a result of your presence in our city, in your discussion and your consideration of these problems of transcendent importance which beset us on every hand.

Thank you. (Applause)

President Findlay: Thank you Judge Bratton.

When the Executive Committee was considering the proper man to reply to this splendid address, there was only one name that was given serious thought, and I think the reason why this one name and one only was canvassed by the Executive Committee, was due to the fact that three years ago, this individual demonstrated to this convention his intimate knowledge of this whole field of welcoming, when he had the convention at Texas and gave us such a splendid time.

So, I have the pleasure in presenting to the convention and to Judge Bratton, Dean V. I. Moore of Texas, who will reply to this address of welcome. (Applause)

Dean V. I. Moore (University of Texas): Judge Bratton, President Zimmerman, Dean Bostwick, and Friends: It is a distinct personal pleasure to me to be made the representative of the assembled deans of men in expressing our appreciation of the welcome you have given us. The kindly human touch of your personal message is very dear to the Dean of Men. Of course we have assembled with very definite plans and purposes and we will follow through to the end of the routine schedule with more or less benefit to our individual selves and our several institutions. Then we will pay our bills and head back home. But you have injected a spirit of warm hospitality into this reception that will remain with us. We will take back not merely the gist of our program but the spirit of friendship and the understanding sympathy of a President and a Board of Regents who know what we

are trying to do, and consider it vitally important.

The work of the Dean of Men is defined with as many variations as there are deans, but in a general way is an attempt to humanize formal education for the benefit of the individual student. It begins with the orientation of the incoming freshman in the fall—the process of adjusting him to his new environment and instilling in him from the beginning an appreciation of what his college offers him. After successful orientation he should be able to hit his stride with a minimum of lost motion, facing in the right direction, and with confidence in himself and in those who would aid him.

Once he is launched on his educational career, the Dean of Men must be ready and prepared to counsel with him and guide him sympathetically, intelligently, and courageously. In this activity is the Dean's widest field of service and his deepest satisfaction.

The Dean must cope with the problems of housing. Satisfactory scholastic progress amid unpleasant living conditions is impossible. We all know the unending task of making boarding house adjustments, and happy indeed is that college or university which possesses a thoroughly adequate dormitory system.

The perennial and steadily growing task of assisting with the finding of part-time student employment is a function that brings happy satisfaction as well as some grief. Many of our consultations spring from the boy's need for financial help, and the Dean of Men must be in a position to aid with loans as well as with jobs.

Supervision of the social life of a student body is a privilege to some of us who need the constant touch of youth in order to remain alive to the needs of an ever changing society. The hardening of our own aging arteries may be retarded by observing at close range the attitudes and reactions of our amazing young people.

Regulation of extra-curricular activities provides an opportunity to study these activities as educational adjuncts and to offer our powers of thought for their development or elimination.

Finally, I mention the word which we have made taboo in too many of our discussions—discipline. As long as it is natural for youth to learn some of its most important lessons by the trial and error method we shall have deviations from the line of docile conformity to rule. Who can better deal with these lapses than the sympathetic friend whose job it is to know and understand the human frailty of the young student. The Dean must avoid the Scylla of maudlin pity and the Charybdis of iron condemnation of every aberration. Here is our chance for most effective and needed counseling. We may salvage a human life, and no nobler task can ever be offered us.

So we come together to exchange ideas, to seek and to offer help in our common endeavors. The annual renewal of old friendships among ourselves is a joy; the presence of an occasional vacant chair

in the circle is a source of sincere grief. We miss our friend, Joe Bursley, whose recent loss is known to many of you, and Don Gardner who has made such a gallant fight to regain his normal health, and George Stephens, who will meet with us no more. Other loved faces are missing, but we will close up the gaps and go forward with renewed enthusiasm and strength refreshed.

Judge Bratton, you have given us a running start by your gracious words of welcome. We thank you, and also you, President Zimmerman, and you, Dean Bostwick, our local hosts, and I will not leave out our own family heads, Jim Findlay and Fred Turner, who have worked out and planned such an excellent method of spending the next three days. We will go home happier and stronger, and better able to meet our obligations during the years to come.

Thank you all. (Applause)

President Findlay: In Judge Bratton's talk, he referred to one individual by name, the individual, I am sure, we all would like very much to be personally acquainted with, and I trust each of us will have that privilege and opportunity. He will speak at the convention banquet, but I wonder if he would be willing to take a bow at this time, so that we can see who he is, and become acquainted, at least by remote control—President Zimmerman. (Applause)

President J. F. Zimmerman: Chairman Findlay, and Members of the Dean of Men's Convention: I failed in my first contact with this organization, as Judge Bratton pointed out, failed to be selected to give you the welcoming address. But he, being my superior and my boss, connived with Dean Bostwick and disloyalty appeared on the Dean's face and in his actions. The result, Judge Bratton got to deliver the welcoming address. (Laughter)

Now, that is the way it is. I am glad that Judge Bratton confessed, and I need to make no further explanation. Mr. Chairman, I am happy to be here, and I hope to attend many of the sessions of this group, because I consider it a privilege to be able to learn the ways of the Deans of Men a little bit better. I appreciate your job as it relates to my own institution.

I received a telegram this morning asking me to answer four questions that have to do with legislation arising in Congress in the next few days, dealing with our school business, and I shall have to confer at length with Dean Bostwick before I know how to answer any one of the four questions.

I am happy to be with you and expect to get far more out of the convention than the statement of Judge Bratton would indicate. I really have more desire than just to make a welcoming address.

Thank you very much. (Applause)

President Findlay: Thank you President Zimmerman, and we are all grateful to you, to the Board of Regents, to the staff of the Uni-

versity, for the facilities you are putting at our disposal during these three days.

The next item on the convention program is the report of the meeting of the American Council on Education, and the man who should have held the spot is Dean Fraser Metzger of Rutgers University. Unfortunately, he is not able to be with us, and this part of the program will then be in the hands of Dean Turner, the Secretary of the Convention, who will read to us the written statement which was sent in lieu of his own personal attendance by Dean Metzger. I will now turn the meeting over to you Dean Turner.

Secretary Fred H. Turner: This report comes from Dean Metzger, and I might say that Dean Metzger was a substitute because Don Gardner has been our representative in Washington at this meeting year after year. We have had a small amount in our budget to pay our dues to the American Council; Don's illness prevented his going and Dean Metzger agreed to go.

This is his report to Dean Findlay, President of the National Association of Deans and Advisers of Men, as the delegate to the meeting of the American Council on Education held at Washington, D. C., May 3 and 4, 1940.

"It appeared to your delegate that the Commission is principally concerned with the economic aspects of education. The values found in education that contribute to earning a living constitute at least the immediate problem. Adjustment to this problem is a vital part of education. Actualization was a word on which many changes were rung, and doubtless will be much in evidence in educational circles during the next few years. Part-time work for students past sixteen was definitely demanded.

"Consistent with announced purpose, those working under the supervision of the Council have been largely engaged in surveying conditions in the field of education, and are greatly concerned over the difficulty in implementing such ideas as they desire to promulgate. For the most part progress only is reported. So far as a program may be concerned, it is believed that the success pattern is a thing of the past, and that social stratification is on the way, if not already here. The only concrete proposal that seemed to offer itself was that stress be laid on community responsibility for youth needs, which would appear to be a return to policy and procedure that preceded the efforts of the Federal Government along the lines of the C. C. Camps and N. Y. A. plans.

"Particular stress was laid upon the value of part-time work coupled with part-time educational program, especially with respect to Youth Beyond the Age of Sixteen. This, of course, had to do with secondary schools, and demanded a different kind of curriculum from that which now prevails.

"In contrast to most of the program was the direct appeal from President Gannon of Fordham, for the return to the liberal arts training, which placed emphasis upon the essential values of belles-lettres.

"Constance Warren, President of Sarah Lawrence College, presented a severe indictment of the faculties that fail to understand the teachers' responsibility for every phase of the student life. This was verified by Mr. Harriman, from a business man's point of view, who referred especially to the need of training for citizenship, which particularly means the development of character and personality. He soundly advocated actual experience with social life during college days, believing that public support for our schools and colleges is a decided investment in citizenship."

That is the report from Dean Metzger, Mr. Chairman.

President Findlay: Are there any questions any members from the floor would like to ask concerning items in this report? You will recall that the characteristic of this Association is a marked informality and the desire to promote a feeling of entire freedom on the part of the membership to express themselves on any occasion during the course of the program. Are there any points you would like to raise by way of discussion?

If not, we will turn to the next item—Report of the Meetings on "The Coordination of Personnel Associations" at Cleveland, Ohio, and New York City, to be given by Dean H. E. Lobdell, Massachusetts Institute of Technology. In his absence, I read to you a letter which just arrived this morning, which letter was especially directed in anticipation of its being read at the Friday night banquet, but inasmuch as the first part of the letter refers to the meetings at these cities, I take the liberty of reading the letter in its entirety now, since there will be three or four other letters appearing on the banquet program.

"Dear Jim:—The worthy Turner gives his correspondents little rest as you probably well know. Hence, when I wrote him late in May that I apprehended developments here beyond my control might oblige me to forego the journey to Albuquerque, he was moved to suggest that I be listed on the program as a speaker. His idea was that I would thus relieve him by reporting upon some so-called personnel meetings at Cleveland and New York. Of course, he knew that I had not attended all sessions of these meetings, and that my chief recollection thereof was that a lady chairman of one session, in cataloging what she considered to be the essential attributes of a dean, had proceeded from keel to truck, missing nothing but the stopper in the galley sink. Before I could answer this request he got his programs printed with the cooperation of some Corn Belt printer; and then apologized by ordinary mail.

"With my customary graciousness I took all this in stride, principally because by that time I knew I could not this June visit the

domain which Coronado conquered for the benefit of the Bostwick family, its heirs and assigns, to have and to hold at least until the La Fonda reassumes its customary tranquility at some undetermined hour (MST) on the evening of Saturday, June 29.

"But, upon receiving word that I generously forgave him, Fred went a step further:

" 'We', he wrote, speaking editorially I presume, 'are greatly concerned over plans for the banquet.'

"This puzzled me for I have never gone hungry at any banquet of the National adams, but he continued, 'In the past we have always had a veteran or two to address us but this year veterans are going to be in the minority....would you be so good as to write a letter.....?'

"All this touched me deeply until, in readjusting my emotions, I realized that it was probably an appeal addressed to all survivors of the Arkansas strawberry festival of 1930. Secondly, I remembered that at more than one banquet some of our colleagues had passionately confessed to cannibalistic instincts by wishing that they might gnaw upon a wing or drumstick of one or another speaker. Thirdly, in a spirit of being as charitable as I could to Fred, I fancied that he might have remembered that my explorations of the upper Rio Grande Valley antedated those of settlement by the Bostwick tribe. To be sure, Coronado, Kit Carson and Lew Wallace were ahead of me, but when I first came, the roads were rotten, and gas stations and other evidences of civilization only occurred at remote intervals, and Navajos and Zunis were plentiful.

"Nevertheless I was then convinced the region had a great future, and it is now a distinct source of regret to me that I cannot be present on the occasion when the Deans signalize its pacification by feasting bountifully upon the comestibles provided by an ancient hostelry in modern dress.

"Will you please accept this as my 'letter', and, in concluding it, may I express two hopes: first, that other absentees will have been briefer in their communications; and secondly, that those of the Turner Veteran Corps who are able to negotiate the passes and speak in person will be endowed with adequate terminal facilities.

"With best wishes

"Sincerely,

(Signed)

"F. E. Lobdell."

Now, he did not say much in the letter nor in any other communication about the report which we trusted he would give to us on this date. (Laughter) So again, I turn to our worthy Secretary and rely upon him to present to you the results of the two meetings, one at Cleveland and the other at New York.

Secretary Turner: I have the report of all three of these meetings here. You will recall that the first one was held at Akron, the second

at Cleveland, and the third at the Biltmore Hotel in New York City. I am not going to read them because they are too long, but there are conclusions which came out of each meeting that might be reviewed.

You will recall on November 2, 1938, our Executive Committee had a meeting at Akron, and we invited representatives from other personnel, welfare, student life and interest groups to come and meet with us, feeling that there was not enough coordination between the groups and that we were doing a little too much shooting at each other without getting together and finding out what the other groups were doing. We found that the other groups were very glad to come along and work with us. And while we had started the thing, we found that there was enough interest all the way through, that the other groups took it over. Having started the work, we were ready to stand by, do our share, and let some of the others carry it on.

To review the Akron meeting briefly, I want to give you some of the conclusions that came out of it, because that will show you the progress that came out of the three meetings and also a small fourth meeting.

The Akron meeting was held in the fall of 1938, and I will give you some brief paragraphs from this long report.

One statement that came up there was the problem of cooperation—"The discussion of cooperation on an individual campus and among national organizations was continued.

"President Cowley, speaking of the American Council on Guidance and Personnel Associations, believes it has failed because it includes both secondary and higher education membership, whose problems are too much in variation, also it included some organizations which, strictly speaking, are outside the educational field.

"Dean Lobdell raised the question: Should all our organizations disband and begin over? He did not believe so, and described the National Association of Deans and Advisers of Men as a small organization, not including any secondary or junior college members, and one which would continue to be small.

"He suggested an expansion of this meeting, once a year, with representatives from different personnel groups, to meet, not in connection with any other meeting, and to take back to their own groups the opinions of the officers meeting.

"Doctor Williamson suggested a different approach to the question of means to cooperation and coordination, a commission form of organization to study specific problems, with permanent rather than shifting membership, the commission to be empowered to call on individuals who might be able to assist.

"Dean Lobdell, after summarizing the discussion, expressed the

sentiment of the meeting that a similar meeting to this one should be called at a time, with representation, and with the program to be determined during this meeting. There was general agreement in regard to this.

"Dean Gardner then suggested three papers for the proposed meeting:

1. The History and Philosophy of the Personnel Movement—by President Cowley.

"2. The Minnesota Plan—by Doctor Williamson.

"3. The functional surveys of each organization—to be prepared by the organizations."

Incidentally, I might say to you that up to the present time, our own organization is the only one which really has a functional survey which, I think I can go so far as to say, amounts to anything; we have had one in progress for eight years and we still have it going on. When we report on our functional survey at one session of this meeting, I think you will find that we have some very excellent new material.

"President Cowley then summarized the objectives for the coming meeting as follows:

"To continue progress and achieve success in field of personnel, by:

"1. Eliminating secondary school organizations from joint meetings of the Associations, and to stay in the field of higher education.

"2. Individual organizations and associations maintaining their identity, and meeting away from general meetings such as N. E. A.

"3. Individual organizations and associations having some official contact through an executive committee such as this to coordinate their work and promote cooperation."

That is about the extent of the Akron meeting. Those are the conclusions that came out of it. And I think there was general good will, and a lot of good spirit built up in that meeting. Certainly there must have been, or there would not have been the successful meeting at Hotel Statler in Cleveland, on May 13 and 14, 1939, with the Committee made up of Harriett M. Allyn, D. H. Gardner, Donald J. Shank, F. H. Turner, and E. G. Williamson.

There was a pretty representative group there, and they did a lot of talking, I can assure you. It was just a question of who could get the floor next. The conclusions that I want to read to you from that meeting, are comparatively short.

"Mr. Williamson presented the following points as a future program for the group:

"1. On the basis of the experience of these meetings the group expresses forcefully its opinion that it is imperative to bring closer together the numerous national organizations of personnel workers in colleges and universities in order to achieve coordination of student personnel work nationally and on local campuses.

"2. We feel that the present conference is a promising approach to this objective and consequently recommend that the present group continue on an informal basis and that a steering committee be authorized to call a meeting in the fall of 1939.

"3. In our opinion, articulation between secondary and higher groups is desirable, but essential to articulation is the effective coordination of the associations at the college level. The group believes that this objective can be obtained in several ways: (a) the creation of a special coordinating agency for college personnel associations, or (b) the affiliation of a coordinating college association with an existing organization. The steering committee should be authorized to investigate these questions and report at the next meeting.

"4. The steering committee should be authorized to invite the American Council of Guidance and Personnel Associations to join the present conference in requesting the Committee on Student Personnel work of the American Council on Education to undertake immediately the preparation of a brochure on coordination of personnel work in higher education.

"After adjournment of the regular session, the Steering Committee met and reached the following conclusions:

- "1. Program for the fall meeting is to cover three major points:
- a. Discussion of the report on coordination of personnel work in higher institutions through some national agency.
 - b. Discussion of professional training for student personnel work and of the professionalization of the field.
 - c. Discussion of a particular area of student personnel work.

"2. The fall meeting is to be held in Chicago, New York, or Cleveland on November 25 and 26 or November 26 only.

"3. The chairman, after consulting with the members of the committee is to select individuals to discuss items l. b. and l. c. above."

That is enough for the Cleveland meeting. Then the New York meeting held on Sunday after the National Interfraternity Conference, met at the Hotel Biltmore, and I have the conclusions of that meeting here.

"In the discussion which followed the three papers on Training for Personnel Work, the Conference found itself agreed on the following statements:

"1. Effective personnel workers must be selected on the basis of personal qualifications. No formal or professional training can compensate for the lack of these qualifications.

"2. Those who possess the necessary personal qualifications should seek further training which should include:

- a. Preparation to teach in some recognized department of instruction.
- b. Selected basic courses which afford some familiarity with

specialized techniques. Such courses might well be in hygiene (mental and physical), guidance and counseling methods, sociology, tests and measurements, psychology, and similar departments.

- c. An apprenticeship, or in-service training, under an experienced personnel worker.

"By vote of the Conference, Dean Speight was named chairman of the standing committee of six, consisting of three members named by the Council of Guidance and Personnel Associations and the three members named by this Conference.

"The standing committee on Coordination and Development of Personnel Work as now organized is:

H. E. B. Speight, Dean, Swarthmore College, Chairman
Sarah G. Blanding, Dean of Women, University of Kentucky
A. J. Brumbaugh, Dean of the College, Univ. of Chicago
D. H. Gardner, Dean of Men, University of Akron
E. K. Smiley, Director of Admissions, Lehigh University
Helen M. Voorhees, Director of Bureau of Appointments,
Mount Holyoke College."

That Committee met in Washington on February 17, 1940, at the Hay-Adams Hotel, and here is the very short conclusion which they reached:

"The joint committee believes that the committee for coordination of college personnel work should function as follows:

"1. The committee for coordination should probably meet twice each year and at least once each year at times and places designated by the joint committee which, for the present at least, should act as a steering committee.

"2. The committee for coordination should hold itself available to serve in an advisory capacity to research agencies in college personnel work.

"3. The committee for coordination should assemble and distribute to actual workers in the several colleges and universities available information and reports on studies in the field of College Personnel.

"4. It should promote regional group meetings in those areas where such meetings are not now available to all personnel workers. Through these group meetings it should seek to promote mutual understanding among workers in the personnel field.

"5. It should cooperate with and strive to coordinate the work of the several organizations of personnel workers.

"6. It was emphasized in all discussions of the joint committee that the proposed committee for coordination is to cooperate with and not to absorb any existing organizations. It was also emphasized that the Committee is not conceived as a superior committee nor a board of experts to evaluate the work of an existing organization, but rather

as a clearing house for consultation and information and as an agency for furthering research and the results of research."

Now, Gentlemen, that is what happened following our meeting in Akron in 1938. There is no thought on our part to claim any particular credit. We saw a need for something to be done, and we started the ball rolling, and apparently it is rolling along in good shape, and we are lending our hand to keeping the ball in motion; that is all we want to do. We are doing our share. We have done all that we could to seek coordination within the various groups, and a better understanding and mutual assistance for each other. If you want to ask any questions about these, I can answer them. Chances are that there are none that need to be asked because these are the conclusions of these meetings. This last one was merely the Committee appointed at the Hotel Biltmore meeting.

President Findlay: Are there any questions from the floor to be directed to Dean Turner?

You will note that these last three items in this morning's business, have as their theme song, the word coordination. Dean Turner has given you in this brief statement, the idea that has grown out of this Association and taken on National aspects, the idea that coordination should prevail in personnel service in a national way, with national scope.

The next item that we come to, still has coordination as its theme, indicating that in many states, there is in motion a feeling among deans and other personnel services on campuses within the state borders, that coordination of these state services could well be effected. So, without setting speeches for any individuals to present before the convention, without having any names prepared in advance to take part in this program, we thought it wise to offer an opportunity at this point for as many men as will, to tell us what is going on in their particular commonwealth in regard to the various state deans' associations. I happen to know that there are at least three or four deans, particular, who of their own accord mentioned the fact that they, in their own estimation have very effective deans' associations in their state. At this time, will those men and others, tell us, so that we may all be familiar with the work, what is going on in that field in their own state.

Dean Garner E. Hubbell (Principia College): There are no officers of the Illinois Association present, and yesterday, Dean Turner suggested that I say something briefly about the annual meeting which we held this year in Chicago. I shall be brief, although we have a mimeographed report that goes over some pages. It was, in all my experience at personnel meetings, speaking purely personally, as interesting and productive a meeting as I have ever been in, partly, I think arising out of the fact that most of the institutions with the exception of the three large universities, were small institutions, and there was a simil-

arity of problems. There were 23 institutions present, and among other items of business, we had an even more comprehensive report from Dean Turner in connection with this coordination that has been in process between the various personnel agencies.

We elected officers for next year, some of whom you may know, and you may be interested in knowing who they are. The President is Dean C. L. Miller of James Millikin University; the Vice-President is Professor E. Lyman, of Northwestern University; and the Secretary is Dean Leland Carlson of North Park College.

Dr. Melrose, Professor of Psychology at James Millikin University, gave a very interesting and thought provoking paper. I wish there was time for all of it to be presented to you. I am not a psychologist by profession. I have heard many of them talk, and I hope I am not going to step on anyone's toes when I say it was the most comprehensive talk from the standpoint of a layman, that I ever heard. He used two very simple maps in which he showed what I would call the patterns of a human being, and he said if we bear those in mind as we went about our job, we would probably do a better piece of work than if we simply went along by a trial and error method. The title of the talk is a "Factual Approach to Counselling." I was a bit afraid of it when he started out, but the longer he went, the more enthusiastic I became.

He says here—this is an extract—"Such a method pre-supposes a basic analysis of human nature as a frame of reference. The speaker presented a sample of such an analysis by indicating what it is like and how it would be applied in concrete practice of counseling."

He says, "It is Dr. Melrose's contention that when body drives and social drives are satisfied, the result is an integrated personality, but when they are not satisfied, personality problems result." We all know that of course.

I was particularly interested in the points that he made of the influence of the intellectual training of the youngster as it raised the dealing with these drives into a higher realm and resulted in the awakening of an acceptance of spiritual values in the life of the students.

We had a very interesting luncheon at Lewis Institute, and in the afternoon, we had a presentation of the Northwestern University personnel program by Professor Lyman, and I should like to read just two paragraphs from what he said.

"Frankly, I believe that all of us in this work, whether we be known as Deans or Directors or Masters of the Undergraduate Bed-chambers, as First Lords in Waiting to the Faculty, or as Curriers of the President's Great White Horse, are doing a two-fold job. First, and perhaps foremost in the eyes of some faculty members, we are nurses of the student, responsible for keeping him receptive to intellectual stimulation, and for presenting him to the classroom in the best possible condition, mentally, morally, and physically, to make the

most of the intellectual opportunity there offered to him. Or, in other words, we are grooms of the academic stables. This function I think we must acknowledge, however wounding it may be to our professional pride. It is what many members of the faculty demand of us and what administrators pay us for. I am not inclined to quarrel with the idea as long as it gives us scope."

And then further on, he says this: "One thing is distressingly clear. What the student may be, in the classroom or as a personality, is the result of all the influence of his whole college environment, in which the influence of his books and his professors is but a relatively small proportion. When I say all the factors of his college environment I mean not only the suitability of his living quarters and his menu, his playing field and his dance halls, not only the attitudes of his professors, of his fellow students and of the campus camp followers, but also the persistence of all those conditioning influences of his earlier environment which he could not leave at the campus gates, his family, his prep school, his mental stresses and physical handicaps which he individually has brought with him to his college and which live with him and modify his behavior every hour of the day. His past presses in on him; so does his future, his chance of employment, of a successful marriage, of escaping impending wars and impending depressions. These are all part of the student's mental environment, and it is this mental environment upon which we must have our effect if we are to affect him either as a successful student or as an all-around personality."

His capabilities for his job, I think, are illustrated in the set-up of their personnel program there, with a Personnel Board of 16 members of which he is the Chairman.

President Findlay: Thank you Dean Hubbell. Is there someone else from another state?

Dean Arno Nowotny (University of Texas): I am getting up because the man who started at the State Association of Texas, spoke once this morning, and I am afraid is too modest to get up again. So, somebody ought to speak for Texas. Dean Allen from Texas Tech might do it, but I want to brag for a while on the program we had this year. As a freshman once said, every freshman has a spark of genius in him. I think we have been doing a lot of watering in Texas at these state meetings. We had about forty men present this year at Austin, and Zimmerman was on the program. We had one panel. It was a very interesting panel of four students who gave us their opinion of what a dean of men should be, some of his functions, what they thought about him. We found that some of the boys did not even know who their dean of men was. So, they set up the criterion that the dean of men ought to have some publicity to let them know who he was. At this meeting, we had a man from the United States Employment Office, who talked about coordination and cooperation of part-time work and graduate placement, and this panel of these four

students was one of the most interesting I have ever heard at any state meeting.

I would also like to mention another meeting held last fall, and to be held again—the first Texas Personnel Conference. The deans of men were present and the deans of women and personnel directors of certain companies—oil companies, the Texas Power and Light, retail stores and so on. That first meeting was thought of as a trial. They did not know what was going to happen, but it was unanimously voted to have it annually at the University of Texas. We set up a state board of people from those three groups, and I think it is going to be a very helpful meeting. This year they got a little bit rough in spots. They had a member of the National Labor Relations Board on the program, and some of the boys thought he was a little bit too pro-labor. But there was a job of placement and it ought to be done in the same town where the University was going to try to do it, and there had to be some cooperation. They are trying to get the education boys and the United States employment group and the industrial men—the personnel directors—together. I think there will be happy meetings coming out of it.

If any of you want a copy of that report, if you write us, I think we have some extra copies available.

President Findlay: Thank you.

Dean C. H. McElroy (Oklahoma A. & M. College): I am glad this question of the state organization has come before us. Some years ago, we formed a state organization of the deans of men. First we just included the schools of higher education. Then we got down to junior colleges, and we have brought in, more recently, even some deans of men from the high schools. Dean Findlay and myself have been chairmen in various years of this organization.

What has been some of the good of it, as we see it, is this: First, we have brought to these deans, literature on guidance, that they could not get otherwise. That has been one of the biggest things we have done, I think. Then we have had this panel discussion. This panel discussion has brought out some of the best papers, and some of the most definite discussions on the problems that come to these deans in the various schools that they would not be able to get in any other way in our state. I really believe that it has meant something to us. We met when the O. E. A. met—the Oklahoma Educational Association. That gives us an opportunity to bring quite a group of men together.

We have a meeting in the morning, we have luncheon at the noon hour, and often, we return in the afternoon to discuss problems that have arisen during the morning, and which have not been fully brought out. I am quite sure that our meeting, as years go on, will mean a great deal more than in the past several years. However, we are glad to do whatever we can to help out in the Dean's organization.

President Findlay: May I take the liberty of adding a word to

your statement? During the last two years, the Deans' Association in Oklahoma has carried forward a news letter project, I think, which has been quite successful in terms of these efforts in the direction of coordination. The news letter has been put out on a quarterly basis. The deans have chipped in fifty cents apiece, which has just nicely covered the cost of mimeographing and mailing. It started out with a couple of pages, and now it has grown to the point where the news letter has from four to six pages, and as Dean Mac has indicated, it is something more than just a news sheet of ballyhoo. There is a definite effort made to put meat into the news letter from the point of view of providing bibliographical material for deans who might not otherwise be posted on the newer developments taking place in the guidance field.

Is there someone else?

Dean M. D. Helser (Iowa State College): In 1937, Dean Rienow, whom most of you know I suppose, thought it would be a pretty good idea to have an Iowa Association of Deans and Advisers of Men, not necessarily limited to deans, but directors, proctors, or anyone else would be welcome to attend these meetings. So, our first meeting was held at the University of Iowa in 1937.

It was a very informal meeting. There was no set program. We just discussed the usual topics. I think Dean Moore really outlined the subjects that we discussed usually, in his response this morning.

In the spring of 1938 we met at Iowa State College, and in the fall of 1938 we met in Des Moines at the same time as the Iowa State Teachers' meeting and we met with the Deans and Advisers of Women at that time. Then, in 1939, we met at the Iowa State Teachers' College at Cedar Falls, some time in the month of April or May, and then again, in the fall, another meeting was held with the Deans of Women in Des Moines.

This last spring we met in Grinnell, and had another very informal meeting. We think one of the chief objectives of meetings of this kind is to get acquainted with each other. We have found that some of these other deans and advisers really do not wear horns or carry guns, and are pretty safe individuals to be around, and pretty human after all, in spite of the fact that the students sometimes have other ideas.

We feel that our Association is doing a commendable piece of work in getting our deans and advisers together twice a year and getting them acquainted, and discussing the various problems common to all of us.

President Findlay: Still in the interest of coordination, particularly with the idea of pulling these state deans associations closer to the National Association, Dean Turner has suggested that if any of the speakers or others feel that in your state association you have had papers that are significant, which papers might well be brought to

National attention, there is usually room in our National minutes to include them. If you have heard of such papers in your state associations, do not hesitate to call them to our attention.

Does any other state wish to report?

Dean Dirks (DePauw University): We have an independent association of deans organized about 1938 by Dean Fisher of Purdue. We hold an annual meeting. Most of you may know we have only three big universities in the state of Indiana—Indiana University, Purdue University, and Notre Dame. Then we have quite a number of smaller colleges, some of which have deans of men. Most of them do not, but they have someone in the administration or on the faculty who performs the functions of the dean of men of the larger schools.

This year the meeting was held at De Pauw University. I happen to be President of it. They usually elect a President and then hold the meeting at his college. We have an afternoon and evening meeting. The afternoon meeting was a panel discussion using the subject "The Dean's Work." First there were the individual students; second, social groups; third, the faculty; fourth, the parents; fifth, the honoraries, and in this discussion, each speaker tried to show how the dean could best function through these various groups or individuals on the campus, who ought to work with the dean of men. We brought out some rather interesting problems. We had no papers. It was just a panel discussion, but it served to bring to the attention of these men in the smaller colleges who function as deans, even though they do not have the title, some of the problems that confront all of us, and some of the ways of solving these problems.

Then in the evening, we had the usual banquet. There were 22, I think, at the banquet, and Dean Fisher of Purdue was the speaker. We did not assign him any subject. We just asked him to ramble around over the dean's field and tell us some of the interesting things that he has met as dean of men at Purdue for the last thirteen or fourteen years.

Most of you are acquainted with Dean Fisher—he always attended the National meetings—and you know that in his quiet way, he says a good many fine things, so we felt that we had a very good meeting this year. We have an organization which is on its feet and going, and we have our next meeting next year at Manchester College in the northern part of the state.

President Findlay: Thank you, Dean Dirks. Are there any others? Dean Postle, do you have an organization in Ohio?

Dean Arthur S. Postle (University of Cincinnati): Dean Manchester from Kent, calls the deans together there occasionally for a dinner, I think. Since I failed to attend last year, I might fail to give you a good report.

President Findlay: Dean Manchester, can you report on that?

Dean R. E. Manchester (Kent State University): We have tried to hold a meeting each year. Next year we go to Denison, and the University has promised us an excellent dinner down there. That may get us out. I think our meetings have lacked one or two things, and I am going to suggest that all state organizations follow a little more definite plan of cooperating with our National group, and perhaps we could follow up the discussion of this week or we could prepare for the meeting a year from now, and I would recommend that our officers make it easy for us to do that by giving us definite suggestions to work on in a follow-up way, and also definite suggestions to work on in preparation for our next meeting. It seems to me that we can accomplish much more by working through the National organization.

Dean Malcolm R. Guess (University of Mississippi): We have been meeting in our state for the past two years with the deans of women at the Mississippi Education Association. At this last meeting, a committee was appointed from the deans of men to work out the plans for a state organization. We have had no organization up until now. It is my opinion that plans will be worked out for a joint session of the deans of men with the deans of women. The suggestion has been made by the President of the deans of women that we not meet next year at the time of the State Education Association, because there is little time to get together. The meetings were more or less luncheons and short discussions. It has been suggested that our two groups meet in the state capital at the time the social welfare agencies have their annual meeting. Some of us are related to that group, and we could have our annual session there, not as a part of that group, but at the same time.

We have the problems of the high school deans. That has not been discussed. We have some very able high school deans. A few of the institutions have wanted to meet with our group because of the relationship of their work with the college group. That is as far as we have gone.

President Findlay: The deans might be interested in an entirely different state set-up for the deans' meeting, coming out of the new development of the Interfraternity Conference. They are scheduling eight regional conferences. I know in our region, serving eight states, we have had an Interfraternity Conference for three years, and at that time we draw in from fifteen to twenty-five deans of men from that region, while the students are holding their discussion concerning fraternity matters. The deans parallel these discussions with meetings of their own, and the three sessions we have had at Oklahoma have been very successful and of a different nature in some respects than the state meetings.

In your regions, wherever you may be located, there will certainly be held in the course of the next twelve months, a regional Inter-

fraternity Conference, and it might be desirable to take steps to coordinate that meeting with a deans' session for that same territory.

Let us pass on then to the next and last topic for this morning—"Reports and Discussions of Campus Situations Where 'Coordination' is in Progress." You will recall that at Texas, Dr. Cowley, now President of Hamilton College, read us a paper entitled "The Disappearing Dean of Men," and at that time this impetus was given to the whole project of coordination, particularly coordination on the individual campus.

Much water has gone over the dam since that time in this direction of coordinating personnel services on various campuses, and those of us who were responsible for setting up the program for this Convention thought it desirable to give an opportunity for representatives from institutions where definite steps have been taken to coordinate personnel services, to express themselves here. Are there any deans who would care to tell us what is taking place on the individual campuses in the direction of coordinating personnel services at their institutions? Illinois, Minnesota, Wisconsin, and there are some others that I personally have knowledge of where there have been great strides forward in this direction. There is no doubt that there are other institutions represented here from which very important information could be gotten. Will you lead off, Fred, and tell us about Illinois?

Secretary Turner: I will be glad to. The situation at Illinois will be interesting to all of you in the light of certain other things going on in the State of Illinois.

Reference was made by Dean Hubbell, to the fine address made by Professor Lyman at the Illinois State Meeting. There is not a better dean of men in Illinois than Lyman, and Professor Lyman said in making the speech, "They call me the personnel director, and I cannot see any difference in the work I am doing with the work you are doing." It is just a matter of what you want to call yourselves apparently.

Reference was made here a minute ago to this speech of Dr. Cowley's and I want to add this thing about the disappearing dean of men. You will all be interested to know that our Association at the present time is in the highest stage of membership that it has ever been. If we were to follow Dean Lobdell's suggestion that we reach 100 and quit until a vacancy occurs, we would have to stop, because we have a membership of over 100 now. That is the highest we have been. We have added seven members during the past year, and there have been two new deans of men's offices created within the past year in very important institutions. One is at Ohio University in Southeastern Ohio, and the one referred to in our news letter is a place where there was to be a dean of men where there had never been one before,

is to be at Cornell University, which has never had anything of the kind. They are not going to call him the dean of men, but the men's counselor. But his duties, as explained to me by Mr. Bradford and the Vice-President at Cornell are the same duties carried by us in some form or another.

The work done in Illinois during the past year, follows almost exactly the outline that Dr. Cowley described. The Board of Trustees at the University, late in the spring last year, decided to create a new office on the campus calling it a division of housing and one of my assistant deans was taken to be the director of the bureau of housing. At the same time, I was made the Executive Secretary of the Committee on Student Affairs, and along with that, was given the right not only to serve as Executive Secretary there, but also to act in any capacity that I could to coordinate the various services interested in student life and welfare on the campus.

We have a Personnel Bureau on the campus at Illinois. It is connected with the College of Liberal Arts and Sciences. It is an academic testing and counseling service. I think if you were to ask the director of that service which office on the campus contributes more material to him than any other office, he would say it was the dean of men. We work in cooperation with that office all the time. We are calling on them for assistance and they do the same. We do not get in each other's way at all, and we work in perfect harmony at all times.

That gets away from what I started to say, which was that as Executive Secretary of the Committee on Student Affairs and Dean of Men, I have been given authority by the Trustees, to take any steps that I want, to coordinate the various services.

Now, in the coordination there, I have not gone very far. I do not want to go too fast. They would say, "Turner wants to be a dictator," and that certainly is the last of my thoughts to do anything like that. But it has worked out nicely on this basis. For example, there is a Housing Advisory Committee, and as Dean of Men, I am a member of that Committee. As a matter of fact, the President has seen to it that the Dean of Men and Women are members of practically every advisory Committee that works with a welfare board or a welfare committee of any kind. In other words, we have our chance to have our say, and we have the opportunity to do what we can in helping further the work.

The most important thing, I think from the standpoint of the dean of men, is that I was given definite authority to take steps to get groups together, that is, the different interests on the campus, where we have not had a great deal of cooperation, and to try to get them working in a little closer harmony. That has been accomplished without the slightest ballyhoo. We have not made any noise about it. When we get into this study that we will report on tomorrow afternoon, you are going to find that the University of Illinois has, over a period of

years, been devoting a tremendous amount of money to various services. The University of Texas is going to show the same thing. As far as I can see now, the University of Texas is similar to that of Illinois. We are doing almost the same things and yet our terminology is a little different. We are using an Illinois terminology, and they are using a Texas terminology. We are making good progress on it. I have an outline here of the set-up given to me when we made our plan. I do not want to get into it, but if any of you are interested in it, I will show it to you.

President Findlay: Are there any other institutions that will follow this lead?

Otis, can you tell us what is going on in the Northwest?

Dean Otis C. McCreery (State College of Washington): It seems to me that no matter what an office is called, which happens to coordinate these different activities, that it must have this one focus, that the dean, or the director, or whatever he is called, will have as his main purpose, the development of a whole personality.

Now, as I see it, a student has social needs, physical needs, and health needs and personality needs, and religious needs and so forth around the circle. I am finding myself less and less interested as to the lines of authority of any type of personnel work. It seems to me, at least as it is developing on our campus, that we are more and more coming to the point of view that we want to fulfill these needs for the students in whatever way we can, and our relationship is functional rather than authoritarian.

For example, we have been successful in developing a fairly good counseling service, I think, in the Department of Engineering. Harry Erwin, instructor, Professor of mathematics, is the head counselor, and he has ten counselors under him. My office acts more or less as a clearing house and when we find a student interested in engineering, I send him down to Harry Erwin and he picks out a counselor for him. As time goes on, we hope to have these counseling groups in every college on the campus of this same type. We have a housing program, and all these other programs which you are familiar with, but it seems to me that is more the point of view of wanting to do the best for the student in whatever way we can bring our facilities to bear on it that is important, rather than the organizational set-up.

Secretary Turner: Let me add one more thing to the statement I made. Here is the difficulty that I suspect Vic has hit and in taking on these additional duties, that I have run into this year—too much time is given to committees. There are too many executive and advisory committee meetings when I ought to be in the office seeing the boy who wants to get some advice. One of my assistants is here and I think he will bear me out in that I am out of the office far too much attending group committees and advisory groups, and I feel very keenly the

fact that I am spending time doing those things which I ought to spend in the office and be available for the individual student who wants to come in.

The only happiness in that is that the President has been generous about letting me add assistants. He has given me another assistant last year, and a new one this year. So, we do have additional help. But you can say what you want to, there are some boys who come in and they are not satisfied with seeing the assistant. They want to see the dean.

Dean Zumbrennen: We are now in the process, so the President tells me, of reorganization for administrative purposes. We have a new President. The other day he said he was going to try to find out who has and fix responsibilities in administration, and especially who has the responsibility for this particular sort of thing. It is a little difficult to discover it. We are about twenty-five years old down there, a comparatively new institution. We are growing up. Things are going along pretty well, but an administrator likes to know just "who, what and where", so he can put his finger on a situation and be able to direct it and see that it is carried out.

I am not going to say much about it, other than to say that I think we have made considerable progress, worked out a good deal of coordination. I am not worrying at all about the title of my office. After I had been with the University about five years, I went to the President and suggested that it seemed to me that responsibility should be fixed for coordinating and correlating the various activities that we deans ordinarily get into. I do not know how it has been at your institution, but at S. M. U. this is about what has happened. Every time there is a new area of work or something that needs to be done, the way it ordinarily has worked out, is to let the dean of students do it. So, the President recommended that my title be changed to that of Dean of Students. We have just run along fixing the responsibility only in a general way for coordinating different groups and organizations that are working in the personnel field—counseling, employment, housing, social affairs, and things of that kind.

We are carrying on without too much emphasis put on the matter of responsibility. In some respects I am rather delighted that it is so. When we think too much in terms of responsibility, we get into a lot of clashes which are a good deal better to avoid.

However, just as I suggested a moment ago, there are new things coming in. For instance, our health program was functioning very well. Students were interested in it. They wanted some additional physical examinations and you know how it goes on certain campuses. Students will raise issues, and one of the issues was having the Wasserman test put into our health program. The President appointed me as chairman of a committee to look into our health program to see

what could be done to improve it. We moved along pretty rapidly and the committee made its report with this suggestion: i. e., that the University, at the earliest possible time, provide for a director of health, who should take over all matters of student health. I wanted that out of my office. See what I was getting at? It just took too much time. Moreover, it was something that I knew very little about.

To corroborate what my friend Turner said, I do not know whether it is true or just the way students have of saying it, but the reputation down there is that the students cannot find me in my office. I am always out on a committee meeting or things of that kind. That is not quite so. I am in my office occasionally. (Laughter)

The other thing that is important in this whole business is—and I think somehow or other we should give a little time to it—how are we going to do the things which in the last analysis are basic and fundamental—personnel counseling, giving personal attention to our students? If we have the idea that we are in a measure responsible for coordinating and seeing that the whole student program works, how are we going to give the individual student the time that we ought to give him?

Nowotny, I think, mentioned the panel discussion down at Austin. Those boys bowled some of us over, and we felt pretty keenly about some of the things they said about us. But, if our office becomes all cluttered up with all sorts of administrative activities we are certainly not going to have time to give ample attention to the counseling of students. They have many problems, and believe it or not, this is a compliment, in the last analysis, they all want to see the dean. They do not want to see the assistant, but they want to see the dean.

Dean Manchester (Kent State University): I am going to make a suggestion for the sake of getting a little argument started. I would like to suggest that the deans of men remain deans of men. It seems to me that over the years, we have seen this tendency of spreading out. The dean starts in as the dean of men, and the first thing you know, he is everything on the campus and everything goes through his office. He becomes dean of students or dean of the state of Ohio or something else. (Laughter) He loses the particular opportunity he should have to be a dean of men. Let the women have their deans, and the psychologists have their testing programs, and let us remain deans of men.

President Findlay: Thank you, Dean.

President Findlay: I think this question has been raised, and warrants much further discussion than the time permits, and may I suggest that the point you raised be referred to the question box? It is possible that there you will begin to receive some concrete answers to the problem you have given to us. Will you not forget that question and bring it up again at that time?

I think too, that attention ought to be called to the fact that discussion on this topic should not be confined to the larger institutions. This is a problem of somewhat different nature in the small colleges as well.

Dean William B. O'Donnell (New Mexico State College of A. & M.): We have a program unique in many respects. We have established a group life of student council. This council is composed of fourteen or fifteen committees, each headed by a faculty member, except one, that being the student government committee, headed by our student body President.

Each committee is headed by a faculty member who has ability and training in that particular line of work that that committee will study and act upon. The dean of students of the College, the dean of men in reality, appoints the committee chairmen, and they in turn must be approved by the President. The committees meet as regularly as is necessary to accomplish the work needed at the present time. The student council meets once a month. I find that in my work, this arrangement does two particular things. It gives a busy dean of students a good bit more time to do his dean of men's work, and it orients him and educates him to the facts of the problems of personnel, which are badly needed in many of our Western schools and in our Eastern schools, too. I think it is working out rather well for the length of time that we have had that arrangement.

Dean J. R. Schultz (Allegheny College): I am glad the Chairman brought up the question of the smaller institutions. We have exactly the same problem in our small institution as the larger universities, the gradual bringing into the picture of various agencies, although the whole problem is frequently not at all apparent, because faculty committees are appointed to deal with certain phases of counseling, matters like the testing program, a vocational guidance program of health, mental health and so on, and I think if we are not particularly careful as deans of men in small colleges, we are likely to find these independent agencies becoming more and more independent.

Now, as to what Dean Manchester said, I think he is quite right. We must not lose sight of our major function. But as a dean of men in the small institution, where the desire to see the dean is more acute than any place else, since everybody is supposed to know everybody else, and we have this intimate personal relationship, I do not see how as a dean of men in that type of institution, we can get along without bringing together and correlating all this work in some form or another.

I went back after the meeting in which Dr. Cowley made his now famous address and his more famous remarks about what would happen to deans of men, very much aware of the whole situation and feeling that I ought to look around a little bit to see what was going on, and I could easily feel that there were these various functions assigned to faculty groups who might or might not work well with the

office of the dean of men, and it seemed to me that in these smaller institutions where the dean of men is the focal point of all the student's life, that the dean of men should, if he does not have an active part in the direction, work out some kind of very close cooperation. I think we have been able to do that with the faculty groups. I do not see that we have any great problem of the distribution of ourselves into too many parts, because all of these are areas where we are vitally interested, and I think a very fine job can be done in the way of correlation in the smaller institutions, without having any other agency grow up, or faculty committees, or faculty people alone, who have certain jobs assigned to them. But, I think that we should be aware of this, and returning to Dean Manchester again, I do not see how we can be essentially deans unless we are very much aware and pull into the area of our observation, at least all the things being done for the students, and I think what Dean Turner has brought up in regard to the increase of the number of members in our Association can be laid in no small degree to Dr. Cowley's remarks, because the dean of men had a challenge there which I think they met.

President Findlay: Dean Helser, my attention has been called to the fact that you pioneered in your office very effectively, an interesting project in terms of using faculty counselors and centralizing them under your advice and guidance.

Dean Helser (Iowa State College): I was just thinking, as some of the other men were speaking, that we have thirty what we call junior college counselors who have to do with counseling the freshman and the sophomore students. Those are under the direction of the director of personnel. These counselors have spent one-third of their time at counseling. They have separate officers for counseling, and we feel that is working out very effectively.

I wanted to make one remark with regard to this matter of splitting up the work of the dean of men. We have what we call a personnel committee. There are five divisions in Iowa State College. Each division has a representative on this committee. This representative is known as the personnel officer of that division. For instance, the personnel officer in engineering is chairman of the personnel work in the division of engineering. He has a personnel committee there, made up of a representative from each department, so that each department in Iowa State College has a representative on the personnel committee, but they do not all meet with the director of personnel, so in that way, it does make one available for some student work and still keeps the work of the dean of men, or personnel department or whatever you want to call it, going.

We feel that the system of counseling at Iowa State College is very, very effective. We have 160 counselors in all. As the student finishes the work in the junior college, and is promoted into the senior

college, he is assigned to a new counselor. The counselor just has to take that counseling in his stride. This senior college counselor might have one student to counsel or a dozen, but the junior college counselors really have a full-time job—one-third of their time. If there are any questions about that, I will be glad to discuss that more in detail. I realize that our time is pretty short.

President Findlay: Our time is drawing rapidly to a close, leaving us five minutes for closing business this morning. I would like to appoint two committees: First a Committee on Resolutions with five members; The Chairman will be Dirks of DePauw. The other members of that Committee will be Bruere of Wooster, Edmondson of Indiana, Bunn of Stanford, and Guess of Mississippi.

In your printed program, you will note the five members of the Committee on Nominations and Place, for 1940, 1941 and 1942. Of the five members, only one is present at this Convention, Dean Postle of the University of Cincinnati. Dean Mitchell, the Chairman, sent a letter which I will place in the hands of the newly appointed Committee, giving them his ideas concerning matters that will come before them. Dean Lobdell as you know, is unable to attend, Dean Stephens is deceased, and Dean Cloyd is also unable to attend. So, the Committee I am now appointing will act only for this Convention, and the Committee whose names are printed will continue as the permanent Committee for 1941 and 1942. The new Committee to act for this Convention is as follows:

Dean Postle, University of Cincinnati, Chairman

Dean Bradfield, University of Omaha

Dean Cole, Louisiana State University

Dean Moore, University of Texas

Dean J. J. Thompson, St. Olaf College

I would suggest or recommend that the members of these two committees consult with Dean Turner, because I know Dean Turner has on hand, folders of information that has collected in the course of the year, which information will be very useful to the committees in their work. The meeting this afternoon will begin promptly and exactly on time in so far as we can do it, at one-thirty in this same room.

....Announcements....

President Findlay: The time is now twelve-five o'clock. The meeting is adjourned until one-thirty.

....The meeting adjourned at twelve-five o'clock....

THURSDAY AFTERNOON SESSION

JUNE 27, 1940

The meeting convened at one-thirty-five o'clock, President Findlay presiding.

President Findlay: The meeting will please come to order.

Before we take up the three papers for the afternoon, I think the group would be interested in a very brief statement concerning the finances of the Association. I will call on the Secretary-Treasurer to make that report.

Secretary Turner: The budget which we set up for the past year ran about as follows: We budgeted receipts for 1939-40 of \$1,095.60, and our actual receipts for the year were \$1339.21. Now that came about because we budgeted \$800.00 in dues, and we took in \$1,027.00 in dues. We budgeted \$25.00 from the sale of old minutes. We sold \$72.61 worth of old minutes. For some reason our old minutes have more and more value, and we cannot even supply some of the old minutes to institutions that want them. We can supply partial sets.

We budgeted, for the same period, \$1,020.00 for disbursements, and our actual expenses for that period were \$965.07. So we started in, and we finished the year, and we are ready to go, with a balance of \$374.14, which is a splendid condition for the Association to be in. (Applause)

I might say to you that by the time Joe gets the report written up and we get the payments made on the minutes, we will be temporarily broke. We have estimated a conservative budget for the coming year, and I think we can live within it. If we do that, I think we will be in good shape.

President Findlay: Are there any criticisms or comments? I take the silence to mean that the Treasurer's report is accepted with great pleasure.

We come now to the first paper for the afternoon, whose author is Dean George D. Small of Kansas State Teachers' College. Dean Small has been working diligently on this bibliography for something approaching 12 months. It is an enormous work of love. I hold one copy of it in my hand. He is doing it because he feels, with some of the rest of us, that this type of thing is a piece of work that has long been needed by this Association, and about a week or two after last year's convention he wrote saying that if no one else had volunteered for the job, he would like to have the privilege of working on this project.

Unfortunately, Dean Small is in New York City today finishing up his Doctor's degree, and therefore is unable to present himself and in person the results of his findings. We have, then, his paper, entitled, "A Working Bibliography for Deans of Men," to be presented by Dean Newman of Alabama. Dean Newman.

Dean J. H. Newman (University of Alabama): Mr. President, Gentlemen of the Association: If I had to read all of that, I would go to New York, too. (Laughter) I should like to explain that I had nothing to do with this. It was wholly the work of Dean Small. This is his report:

"The literature in any field of human endeavor today is so broad and so complex that a working bibliography is a necessary tool for professional orientation. This statement is no less true for deans and advisers of men than for other professional fields. The need for a working bibliography in this field has been felt for a good many years. At least three times during the past five years a suggestion has been made from the floor of the national meeting that such a project be undertaken by the association.

"For some reason or other such a project was never attempted. The writer of this paper was so impressed with the need for such a medium at the Roanoke meeting that he decided to undertake the project through his own initiative. The first draft has been completed and is ready to be presented to the National Association. A copy of the bibliography, as completed to date, is in the hands of the President and the Secretary of the Association and will be available for inspection.

"I would like to warn that this is a first draft. There are many mistakes in typing that will have to be corrected and there are a few references which are yet to be annotated. These errors will be corrected in due time.

"You will probably be interested in a brief description of the project. The bibliography is arranged in three parts. Part I, is direct contributions to the dean of men's office, written by deans of men or taken from addresses made at various dean's meetings or are closely related through a similar office. This section covers: philosophy, history, research activities, definitions, training and qualifications of the dean's office. Part II, is references covering the various functions of the dean's office as set forth in the functional survey of the Roanoke meeting. Here again an effort was made to collect material either written by deans or which was directly related to the office. Part III, is material secured from a questionnaire sent to all deans and advisers of men asking them to list the books which had proven most helpful to them in the field of general educational theory, counseling, study habits, personality, religion, sex, vocational guidance and regarding youth in general.

"The bibliography is annotated and contains 180 pages of typed material including a full topical index and an author's index. There are 766 different annotations representing the works of 569 different individuals; 377 of the annotations were briefed from contributions made by deans of men. If we leave out, for the moment, the 220

references in Section III, we find that sixty per cent of the 546 references in the first two sections of the bibliography were contributed by men bearing the title dean or adviser of men. Two hundred fifty-six of the total number of annotations were made from Proceedings of the National Association Meetings. The following table gives the additional sources of the material:

1. Proceedings of the Eastern Conference of College Deans and Advisers of Men	53
2. Secretarial notes of various Hazen conferences (only meetings in which deans participated selected)	24
3. School and Society	20
4. Books written by or directly related to deans works ..	20
5. Year Book National Association of Deans of Women	20
6. Reports from dean of men's offices	17
7. Proceedings of New York State Deans Association	15
8. Research studies (masters theses, doctors dissertations, comprehensive surveys participated in by deans)	14
9. Minutes of the Regional Interfraternity Conference, Norman, Oklahoma	9
10. Journal of Higher Education	9
11. All other sources	107
Total	546

"The question naturally comes up as to what is to be done with this project. I would like to offer two suggestions.

"First: It can be filed in the Office of the National Secretary for the time being where it will be available for research purposes for anyone who would be willing to pay the postage for its use.

"Second: It can be mimeographed or published in some other form by the National Association. This is the step being taken by the Dean of Women's Association. Their bibliography, published on a yearly basis and which is usually half the size of our study is financed without a loss to the National Association. I believe that the National Dean of Men's Association could do the same thing.

"In the event that the latter step is taken the works would have to be proofread for mistakes and brought up to date.

"My own wishes will be fulfilled if it proves in any way an incentive to further research on the part of deans of men over the nation. Before the work is finally completed, however, I hope that at least one or two copies of all materials contained in the bibliography will be filed in the Secretary's office. Much of the material is inaccessible. I have utilized some NYA help in typing much of this material and will send it to the National Secretary's Office where deans may draw upon it. This latter project can be greatly expedited if deans

will send reprints of articles published in magazines and various reports from their offices to me for classification. As soon as I return from my leave of absence I will further this part of the project.

"I greatly regret not being able to attend the meeting this year."

That is as good a statement as I think could be made about this bibliography, the two copies of which we have here. You can pass them around. I have looked through the entire bibliography, and I was amazed at the wealth of material that is in it.

I am not going to read all of these references, but here are some of them. Other relationships, personnel services, the dean of the college, the dean of women, the registrar, and references of all articles or works that would be of interest to the deans of men. There is the functional survey which he mentioned in the statement I have just read. Under the National Association of Deans and Advisers of Men, he has a section dealing with the history, policy of the Association, a division within that same larger division, preparation for dean of men's work, and then related fields again. As the President this morning said, we have heard very little about the philosophy of the Dean of Men's work, and yet we have the philosophy of the related fields here—that is, the bibliography of it.

Of course, we would expect all of the references to fraternities, to independent students, to housing, to social life and study methods, tests and techniques, and then you might say a miscellaneous grouping that could not be put anywhere else, but yet about subjects which are of real interest to any of us. That is just a hurried, bird's-eye view of this monumental work, as I term it, and I think if you were to examine it carefully you would see what a tremendous job he has undertaken and how well he has done it.

There are just two or three things that I would like to say in connection with this bibliography. The first thing is I think that we ought to take some action, if possible, to follow it up, year by year, so that we will not have to undertake such a big job several years from now. I think if we can have a yearly supplement, that it will be a valuable piece of material for the Association to have, or to have available for use by any group. The other is that I think this must be printed, even if we have to take up a collection to print it, or if each one of us has to get a number of pencils and apples and get out on the streets and sell them to raise the money for it. I think it would be a shame not to print it.

When I heard of the bibliography, I made the same suggestion as most of you must have thought about it—why not include it in the minutes or have it mimeographed? But it is too big a job for that, so it will have to be published separately to be of any real use. I should like to bring that before the action of the Convention, Mr. President—that is, the matter of the annual supplement to bring this up to date year by year, and then the matter of publication. I suggest

we approach Dean Small to see what ideas he may have about publishing it, and that the Executive Committee be empowered to enter into the necessary negotiations with him as to bringing about the publishing of this bibliography. (Applause)

President Findlay: You have heard the report read by Dean Newman for Dean Small. In due time these two copies will reach your hands, and you will have an opportunity to examine it first-hand. But until you do, or while you are looking at this material, shall we have a brief discussion as to its possibilities from the point of view of further use? What is your desire?

Dean Garner E. Hubbell (Principia College): Have we any idea of the cost of either printing or planographing this? I think that Newman is absolutely right. We ought to find some way of getting it in permanent form, and it seems to me we could do it either by taking up subscriptions, or selling original copies. Have we any idea of what it will cost?

President Findlay: Our efficient Secretary has thought of that question, and has an answer to it, I think.

Secretary Turner: We have done something on that, Dean Hubbell. I am a good deal like "Foots" was on this thing. I was lukewarm about it when we began to hear talk about it. "Foots" said he was amazed when he saw the paper that is there in the typed form, just seeing what is in it, and I could not believe my own eyes. It is an amazing piece of work, and I was interested enough in it to feel as he did—we must do something about this thing. It is a fine handbook for anyone to have.

I went to one of the publishing companies and found out about offset printing of a book of this kind and I got a bid from the company. They gave me samples to bring along, and proposed to do it with this ring-style binder. They gave me this bid on it: "The price for 500 copies so completed will run 214 pages planographed method, on both sides of the paper, 8½x11 size, spiral bound, with pressboard covers. Our price for 500 copies would be \$600.00; for 1,000 copies, \$850. I hope this information is what you want, and that your organization decides to go ahead," and so forth.

Of course, the two prices—\$600 for 500 copies and \$850 for 1,000—seem to be a good arrangement. If you have done any printing, you know that the first 500 years are the hardest, and the next 500 are pretty easy. I think we can gamble on the thing and come out all right, either on the smaller or larger number. I cannot help but feel that you will agree with "Foots" and me, when you see it, that it is a thing that will sell itself just the minute anyone sees it. We can go ahead and follow "Foots" suggestion and see if that will be satisfactory.

If we do it, we ought to arrange for some small commission to

go to Mr. Small, because he has done a terrific amount of work there. If we sold it for \$1.50, we would come out all right. We do not expect to make any money, and if we can pay him a small commission for his good work, I think it would be worth doing. If you want to leave the thing in the hands of the Executive Committee, we can see what arrangements we can make, and act accordingly. But I am going to try to do something about it, because I think it is far too valuable to pass up.

Dean A. C. Zumbrunnen (Southern Methodist University): I move this matter be referred to the Executive Committee, with authority to act.

Dean J. H. Julian (University of South Dakota): I second the motion.

President Findlay: Before I put the motion, for my own information, is it agreeable if we have a show of hands here, just as a sample, to see how many men in this group would be interested in having for themselves, in their possession, a copy of this sort of thing? (Almost everyone raised his hand)

Secretary Turner: There will be more, after they see it.

President Findlay: You might be interested in the fact that the Deans of Women for two years have put out something similar to this. Many of you have no doubt had copies. It is advertised as a "Guide to Guidance Bibliography," and it comes out in particular from the Syracuse University, in the name of the Association of Deans of Women. They publish it for 50 cents, but it is not at all in the form of the thing Fred is describing, because it is mimeographed. Fred's proposal, as evidenced by these two exhibits which he is now passing out, published and bound in that fashion, would make it a much more ideal bibliography to handle than the thing that the Deans of Women publish.

Secretary Turner: The two books are different. One is printed on both sides of the page, and the other on one side.

President Findlay: I cited the case of the Deans of Women's bibliography just in the event that you might be interested in reducing the price to the lowest point. There is no doubt that we can do the same thing and put it out for roughly 50 or 60 cents.

Dean Hubbell: Let's not mimeograph. That is terrible. On any quantity at all, your stencil gets dim, and somebody gets a poor copy.

President Findlay: Is there any further discussion of the motion?

Dean Wesley P. Lloyd (Brigham Young University): I think that as this motion passes and goes to the Executive Committee, they will no doubt see the possibility of having a supplement added. I do not know how effective that would be, but I refer to the annual supplement material.

President Findlay: If I might interrupt this, Dean Small has thought of that, and I am sure I can represent him properly by saying that if it is the feeling of this group to continue the work which he has so nobly started, he would be glad to carry it on until further notice.

Dean Lloyd: I make a motion on that, if it is in order.

President Findlay: Is there any further discussion? As many as favor the motion, signify by saying, "aye"; those opposed, "no." The motion is carried. Do you want to put that in the form of a motion?

Dean Lloyd: I move we ask Dean Small to work in supplementing this.

Dean Donald R. Mallett (University of Iowa): I second the motion.

President Findlay: Is there any further discussion of the motion? As many as favor the motion, signify by saying, "aye"; those opposed, "no." The motion is carried.

President Findlay: Is there any further discussion of the motion? As many as favor the motion, signify by saying, "aye"; those opposed, "no." The motion is carried.

Dean Joseph D. Kelly (Kent State University): Would it be possible to have the book bound in such a manner that the supplements could be added? Would that be too expensive?

Secretary Turner: I cannot answer the question, but I will raise the question with the printer.

Dean Hubbell: Not unless you take it apart. I raised that question about a thing we published at our school.

Secretary Turner: Once we get this brought up to date we could add the additional material each year to our minutes, if it did not run say 20 or 25 pages more each year, and I do not think it would. We could run that in the back. That might be one way to get around that.

Dean M. D. Helser (Iowa State College): Is it necessary to bind all the copies that are printed? Why not just print 300 or 400 copies and hold the rest for binding, and then bind the supplement in from year to year? We do that with some publications.

President Findlay: Could we take that suggestion and leave it in Dean Turner's hands, with the consent of the new Executive Committee, and work the problem out as far as the mechanics of it go? Is there any further discussion of this question of Dean Small's bibliography?

I have a wire and several letters which I think you will be interested in:

"Greetings to all the Deans. I would rather be there than here. C. A. Tibbals."

I am sure many of you remember him from other conventions. He is in Berkeley, California.

From Fred J. Kelly, Chief of the Division of Higher Education:

"Dear Dean Turner:

"Thank you for your letter of May 28. It would be very pleasant if I could accept your invitation to meet with your group in Albuquerque on June 27-29, but I fear that it will be impossible.

"Do you think it would be desirable to have a committee of your National Association set up to study particularly the question of placement? Our inquiries to date have appeared to bear out your feeling that the job of placement is none too well done even in the leading universities. We shall have a brief report to make in the late summer or early fall but it can be of only a little help. Your Association might wish to join with the Association of Personnel Officers in studying carefully the problem of placement. In any event I should be interested to know the view that your Association has with respect to the importance of the problem.

"Very cordially yours,

(Signed) Fred J. Kelly"

It is suggested that I read this letter at this time, referring it to you as a group, and then if you care to bring the topic up in terms of the Question Boxes, do so, and if the problem seems significant, we can bring it back to the Convention floor for action.

Likewise, this is an item of business also for the Question Box—a letter from Herb Smith:

"At the recent midwest meeting of fraternity secretaries the question of the obvious revival of Kappa Beta Phi and T. N. E. came up for consideration. The secretaries asked me to suggest that you bring this to the attention of the Deans and that we all work together toward the elimination of these organizations from the campuses.

"I hope you have an excellent meeting at Albuquerque. I am only sorry that I cannot be with you.

"My best personal regards.

"Sincerely,

(Signed) Herb"

This is from J. C. Seegers:

"I am awfully sorry I cannot attend the N. A. D. A. M. meeting. I had planned to attend this year regardless of the place of meeting, but the meeting comes during a week in which I simply have to be on the grounds. Our Summer School begins on July 1, and I have many administrative duties which necessitates my attention. I also have a meeting in Washington, June 25, 26.

"Please present my apologies and excuses and best wishes. It is with real regret that I write this letter.

"Sincerely,
(Signed) J. C. Seegers

"P. S. I hope you fellows behave yourselves with due decorum."

The last note is from R. C. Beaty of Florida:

"A few days ago I received a copy of the program of the Twenty-second Annual Conference of the National Association of Deans and Advisers of Men. I regret that I am not able to attend this year, and am wishing for you and those who do attend a very profitable meeting. It happens that I am connected with our Summer Session at this time and it is not possible for me to get away from the campus. Perhaps the distance is an additional factor.

"In looking over the program, I am confident that some very interesting discussions will take place. The only thing that I can look forward to is to have the opportunity to read the report of the meeting in the minutes.

"Please convey my greetings and best wishes to all deans present at the Conference.

"Very sincerely yours,
(Signed) R. C. Beaty"

Are there any other items now in connection with the paper that has been read on the Bibliography that should be discussed, before we recess and take up the rest of our work of the afternoon in the ballroom? I hear no questions. We will recess for five minutes, and meet in the ballroom.

....Recess....

President Findlay: The meeting will come to order, please.

I have an important announcement to make. I want to announce to all those who are not Rotarians, for their information, that our genial host, Dean Bostwick, was elected to the presidency of the Rotary Club of Albuquerque for the ensuing year. I think he should take a bow. (Applause) He has two or three items of business.

....Announcements....

President Findlay: We come now to the second paper of the afternoon, which I described briefly to you this morning as an attempt to get objective information as against the subjective approach which has been utilized by the survey method of the past year. Dean Otis McCreery of Washington State College will present his paper, "A Dean's Day's Work." (Applause)

Dean Otis C. McCreery: President Jim and Brother Deans: The title of this paper is "The Dean's Day, or Why in hell didn't I go into life insurance." (Laughter)

This paper was developed in a hurry, and is not learned or erudite.

I do not claim that it is even accurate, but it is the material sent in to me by many of the deans present.

Along in May I received an urgent message from Jim Findlay which he called a Macedonian call for help. He stated his problem thus: Wray Congdon of Lehigh had agreed to prepare this paper but circumstances making his attendance impossible at this meeting, he asked to be relieved. So would Otis McCreery take it over. Said Jim, "Say yes," "Say Perhaps," "Say Maybe," but don't say "No." So blame Findlay for the diaries you've filled out and this paper which is being foisted upon you.

The purpose of this investigation is to determine what happens in the office of the average dean, by studying daily reports sent in by a number of Deans across the country.

I wrote to forty deans asking them to keep diaries for a two-weeks period, telling how they occupied their time in each fifteen minute period. The headings of the items were to be Persons Interviewed—Subject of Interview or Activity and Remarks. If you noticed a blue haze covering most of the country along in May, it was not forest fires from the Big Smokies or soot from Pittsburgh's Cathedral of Learning, but only the bright indigo of profanity arising from forty deans in forty localities from Maine to California.

Eighteen of these deans agreed to keep the diaries and send in their reports early in June. I want to express my most sincere thanks to the following list of men who cooperated with me in submitting reports: Fred Turner of Illinois, Mitchell of Michigan State, Thompson of St. Olaf, Geddes of Minnesota, Bostwick of New Mexico, Stone of U. C. L. A., John Bunn at Stanford, Congdon of Lehigh, Metzger of Rutgers, Lanfear of Pittsburgh, Croft of Utah State, Findlay of Oklahoma, Vic Moore of Texas, Field of Georgia Tech, Jones of University of Kentucky, Humphreys of Arkansas, Stratton of Drexel, and Don Mallett of Iowa. "Foots" Newman and Perry Cole sent in diaries, but they arrived too late to be included in this report.

I'll try to tell my story under four different headings. First, the Introduction and General Problem; Second, the Average Week of the Average Dean; Third, the Comparison of the Four Sections of the Country and of the large colleges with the smaller ones; and Fourth, Excerpts from the Individual Diaries.

From these reports this tally sheet was made up, and if you want to get the low-down on these boys, you may want to look this over after this paper is finished, or later this afternoon. It is all down there. Diaries for 169 days were presented. Three came from the West, five from the Mid-west, five from the East, and five from the South. Eight came from schools over 5,000, nine from schools from between 1,000 and 5,000 and one under 1,000.

The activities outside of office hours covered seventeen different topics. A variety of fourteen different fraternity activities were re-

ported. Seven different phases of employment were mentioned. Non-college visitors with fourteen different types of problems to discuss visited these men. The deans taught nine different subjects in the various curricula. Thirty-two types of office activities were participated in, and miscellaneous non-student conferences on ninety-four different topics were held.

Quite naturally it was necessary to consolidate these items under general headings, so the following list was selected: dictation and office routine, off-campus and campus speeches, faculty committee meetings, student organization meetings, community activities, social affairs, non-social evening engagements, staff conferences, student absences, employment, discipline, personal problems, scholarship, finances, vocational planning, emotional problems, health, parent's visits, teaching, student conferences on miscellaneous problems, educational counselling. (The problem arose as to whether to list giving information to prospective students under salesmanship or educational counselling. Finally, I decided to be generous enough to include it as a type of counselling on future educational programs). The other three headings were visitors, individual help on courses which the various Deans taught, and housing.

Tallies were made of items under these various headings for each man, one for each section of the country, and one for the large schools in comparison with the small schools. Two thousand and four items from the tallies were reported for the 169 days. This was an average of twelve per man per day. Of this number 1,200 items concerned conferences with students or an average of seven per day for each Dean.

Here is a list of student conferences covering eighty different topics:

1. Go home for dental work
2. Wanting summer work
3. Confer with President and Secretary of new Co-op House.
4. Class cuts—absences
5. Work
6. Class schedule for next year
7. Fraternity President discuss house for next year
8. General visit
9. Make up class work
10. Probation student
11. Hiring housemother
12. Loan
13. Loan canoe
14. Personal problems
15. Academic Problems
16. Adjustment
17. Student questionnaire
18. Early exams

19. Campus
20. Student work for room
21. Students future work—work at Men's Furnishing Store
22. Parking violations
23. Stealing of books—Selling books
24. Applicant for student loan
25. Loaned \$3.00—private loan fund—Advanced Military pay not arrived
26. Financial problems—short—owe University
27. Quitting paper route—owes money
28. Enter summer session without paying this semester's fees—
not allowed
29. Loan \$50.00 to graduating senior
30. Recommendation to Commanding General of 5th Corps Area
31. Representative "K" Club—dance
32. Decision on job
33. Changing schools
34. Library book over-due
35. Invitation to a dance—declined
36. Transfer from B. A. to English
37. Job with U. S. Steel Corp.—gave Introduction
38. Student government
39. College Association plans
40. Student Government President—Committee appointments
41. Blind student
42. Students requesting re-admission after dismissal for cheating
43. Banquet Report
44. Senior week—dance plans and budget
45. Monthly magazine plans
46. Mother died—younger brother at home, father a traveling man
47. Study habits—cramming for exams
48. Exam schedule conflict
49. Girl problem—\$28.30 telephone bill
50. Tau Beta Pi financial report
51. Report on sale of yearbook
52. President student government group
53. Financial report—dormitory section
54. Put on "cut" probation
55. Re: keeping fraternity house open during summer
56. Re: Sportsman's club
57. Re: Junior honorary society president
58. Re: Dormitory difficulties
59. Seeking N. Y. A. help
60. Summer proctorship
61. Dormitory residence
62. Re: Thanks for job appointment
63. Girls re: Initiation of late pledges, location of new house
64. Re: Freshman Orientation and Frosh Handbook

65. Re: Scholastic check on Kappa Sigma fraternity
66. Inter-fraternity council next year
67. Foreign student having trouble with finances because of war—Bank in Trinidad
68. Notified Jewish student of award of Inter-fraternity Council scholarship
- 69.
70. Mgr. Little Campus Dormitory—re: Proctor and other employees
71. Students Association President
72. Absence to testify in court in Kansas
73. Re: Lost books—had been sold by a student resident of a dormitory
74. Member Pan-Hellenic re: Investment scholarship funds
75. Re: Student Opinion Surveys
76. Tuition rate
77. Deferrment of fees
78. Thesis problem
79. Leave of Absence
80. Lost meal ticket

The uninformed layman quite often supposes that the Dean of Men spends at least 95 per cent of his time in administering discipline. It would no doubt surprise these people to know that of the total items reported, only 4 per cent of them concerned discipline.

A frequency table of items reported show the following ranking:

Staff Conferences	253
Office routine	238
Finances	164
Miscellaneous	153
Activity	142
Fraternity	131
Employment	130
Discipline	86
Personal Problems	72
Faculty Meetings	69
Housing	65
Teaching	58
Scholarship	57
Education Counselling	55
Visitors	53
Student Meetings	45
Community Activities	31
Parents	29
Evening Meetings	29
Individual help on courses	27
Absences	26

Social Affairs	25
Health	21
Vocational Counselling	18
Speeches	18

From the tally sheet, then, what events make up the average Dean's week? This is what we find:

By the end of a typical week before he lays his head on his downy pillow, the average Dean has put in nine hours in dictation and other office routine. He has made three-fourths of one speech on or off-campus (nine Deans reported they had given nineteen speeches during the period covered by the diaries). He has attended five student or faculty committee meetings; he has participated in one community activity. He has conferred with students five times relative to fraternity problems. He has held six personal conferences on student activities. He has attended one evening social affair and participated in one non-social evening activity, such as board meeting, evening committee meeting, or dinner meeting. He has discussed the problems of class absence with one student during the week and five students came in voluntarily to confer about employment. Three students were called in for disciplinary reasons, and three came in voluntarily to discuss personal problems. Scholastic problems were discussed with two students and a different student had been in each day to confer on financial problems.

One student in the last two weeks had come in to discuss vocational plans. The Dean conferred with one student on health problems during the week and discussed the son's welfare with one parent. He still had time to teach two classes and to talk to a different student each day concerning miscellaneous problems of student life. Two students came in during the week to discuss future educational plans or to get information relative to entering college. Three individual conferences were held with students or householders concerning housing problems, and two non-college visitors came in to discuss the State of the Nation. One student came in to get help in the course which the Dean was teaching, and ten staff conferences were held during the week with assistants, faculty colleagues, and the President of the institution. This made a grand total for the week of forty-five conferences with students and fifteen with other individuals.

Of course, it is not intended that the remarks contained in this paper will constitute any kind of rating of any one individual's duties. It would be absurd, of course, to take any of these items and study them without considering the atmosphere and needs of the local office. However, with no idea of scientific analysis, I thought it would be of interest to compare the schools reporting from different sections of the country to see if trends could be discovered which would help describe differences in duties from one section to another.

In the Mid-west, the items which were reported with the greatest

frequency were conferences concerning fraternity activities and extra-curricular organizations, evening non-social engagements, health problems, and educational plans. The items reported with the least frequency were conferences concerning absences and time spent in teaching.

In the South, the high points were discussion of vocational plans, class absences, discipline, hours spent in teaching, and housing problems. Items reported with least frequency were student meetings, social affairs, personal problems, and extra-curricular organizations.

The high points in the East were discussion of miscellaneous problems with students and visits with parents. The low points were fraternity affairs, employment, finances, and discipline.

In the West, the high points were faculty and student meetings, employment, finances, and personal problems. The low points were hours spent in office routine, staff conferences, parent's visits, and housing.

A comparison of the large schools with the smaller ones shows high frequency of items for the large schools in student meetings, fraternity affairs, student organizations, evening meetings, discipline, personal problems, vocational planning, health, and housing. For the smaller colleges, time was spent in office work, teaching, staff conferences, community activities, employment, finances, scholarship, student absences, and visits with parents. They scored the same average in faculty meetings, miscellaneous conferences, and visitors.

For the final section of this paper I should like to point out for each of the eighteen Deans the two or three items which seem to occupy most of their time as revealed by the frequency of items reported. In addition, I have selected certain items from these diaries because they seem to contain a little bit of the philosophy of the office or of the Dean. Hence, a little bit of color or something sufficiently extraordinary to stand out from the mine run of items reported. This last is really a little gossip session, so pull up your chair and listen closely.

Jabe Bostwick of the University of New Mexico seems to spend more time in handling employment problems than any other one of the items which I have selected. This, I understand, is to be changed for next year. Here are some items that Jabe reported:

Recommended an Indian boy for a job in Anthropology. Should be good for work in Indian languages. A new employment director has just been appointed. I hope that I can now get some work done next year. Just got through checking N. Y. A. discrepancy between the State office and this office. (Then I recognize a note of glee in this additional statement in which he says: The State office found the error in their own records.) Another item which he mentions is getting the faculty lined up for the commencement parade. He adds: You must never get one out of place in this line.

New student coming in. Unusual situation. He needs money. As a result of settling a discipline case, two athletes have been eliminated from future employment on this campus. Later in the week he reports: I had to get a hair cut or run the risk of arousing suspicion.

Letter to Dean Nick to attend Dean's meeting. Hope it works. (Jabe was referring to Dean Nicholson from Minnesota for whom both Jabe and I hold the greatest affection. A grand old man with one more year to go. But Carroll Geddes, Vance Jewson, Harvey Stenson, Jabe and I realize how much these many years of kindly supervision has meant to each one of us.)

A father just came in and asked that his boy be given a "C" average whether he made it or not so he will be eligible for employment next year. His last item is one which we will all appreciate. Went home to get ready for a steak roast for a party for my daughter who is a freshman. House was still standing Sunday morning.

Jim Findlay, of Oklahoma, reports these high points: activities, staff conferences, vocational counselling, and housing. I have selected these excerpts:

Senior came in and asked help to decide whether he should accept a commission in the army, a thousand-dollar Harvard scholarship, or a job with the U. S. Gypsum Company. Junior girl who wants to get married. There is a daughter-mother fixation on the part of the mother. The question is, shall I get married anyway or follow my mother's wishes and delay indefinitely. (Previously the boy in the situation had been in and this conference was an outgrowth of my invitation to him to have the girl talk to me if she cared to do so.)

Vic Moore, of Texas, reports as his important activities: Extra-curricular activities, fraternity affairs, finances, discipline, and housing. These excerpts taken from his diary:

Edward Simmons having difficulty with his finances because of effect of war, on remittance from his bank in Trinidad. George Rosner, non-fraternity Jewish boy from New York informed of being awarded the inter-fraternity council scholarship. Here's an interesting sequence:

2:15 P. M. a student was called in because of the prank theft of the door plate from the Gamma Phi Beta house. Little further down the page, he reports: 4:00 p. m., plate returned. At the end of the day he reports, Rubottom, Nowotny, Rivley (Union Manager), and Moore go forth to golf. (I think this can be listed as a meeting of Society for keeping profanity out of the administration offices.)

Field of Georgia Tech reports teaching, employment, and fraternity affairs as high points. I can't help but mention this item from his diary: Up every morning at 5:30, exercise, and help invalid wife dress, then cook breakfast. (Truly, it helps one understand the professional work of a fellow Dean to know some of these homely incidents which occupy his time out of office hours.) Stamped and counted 800 tickets

for the Military Ball. He adds that his office handles eight to ten thousand dollars of extra-curricular funds each year.

John Bunn, of Stanford, reports scholarship, finances, social affairs, and student activities as occupying most of his time. (John Bunn is the basketball coach made over into the Dean of Men and doing a swell job.) There is a recurring item of tuition notes coming up in John's report. (John, it sounds to me like a bad case of subsidization of athletes.) ED. NOTE: This really is not true. All Stanford students are allowed to sign notes for their tuition, to be paid after graduation. John teaches a course in tests and measurements in Physical Education. Reports here a student came in who lost his meal ticket. Another item which interests me is the problem of the honor code violation. (I should like to hear John Bunn discuss sometime the Stanford honor code.) A new trend brought on by the war which mentions a stranded Holland exchange student.

Lanfear of the University of Pittsburgh consolidates many types of student counselling under the heading of student counselling as being his most important item. One very impertinent item which he mentions which he calls filling out dam-fool questionnaire for McCreery. Another one which you will all appreciate: Went to the bank to draw a long breath. Another item, gave student introduction to U. S. Steel Corp. (It might be interesting to consider the influence on Deans of Men of this close association with steel tycoons.)

Metzger, of Rutgers, mentions staff conferences, miscellaneous student problems, finances, and employment as his high points. He takes charge of the Sophomore Chapel, sits on the N. J. State Board of Childrens' Guardians, and this spring made a speaking tour through New England.

Fred Turner of Illinois reports the following items with greatest frequency: finances, employment, activities, staff conferences, discipline, and fraternity affairs. These items seem to be of special interest:

Telephone calls on student suicide. The Publications Board met at 4:30 p. m. and adjourned at 4:30 a. m. the next morning—a twelve-hour session. Alumni brought in his bride to introduce her. ED. NOTE: This is evidently an example of the Illinois system of post-graduate counselling.) Discipline, and dinner ticket for military ball, and a stranded foreign student. Then this sequence: Wednesday, saw students about peace meeting; Thursday, saw student about peace meeting; Friday, faculty came in about peace meeting—fear riots; Saturday, faculty came in about peace meeting—fear trouble; Monday, went to peace meeting. No trouble.

Girl came in to ask whether she should marry a student in the medical school. This item we will all appreciate: a cold, rainy Sunday. Chance to do a lot of work before hickory fire and burn up a lot of tobacco. Choice between getting hair cut and buying a violin. He ends up with lunch at home for the first time in ten days.

Mitchell of Michigan State mentions miscellaneous student conferences, teaching, finances, and staff conferences as his high points. Teaching is a definite responsibility and seems to have many administrative responsibilities not directly related to student counselling.

Some of the staff members with whom he had conferences were: a great many with the President, Secretary of the College, Dormitory Manager, the Housing Director, the Y Secretary, Experiment Station Director, Graduate Dean, Comptroller, and Alumni Secretary. This certainly indicates a wide range of administrative responsibilities.

Stratton at Drexel reports fifty-one different staff conferences, teaching, many student conferences on miscellaneous problems, fraternities, absences and scholarship as his important items.

Don Mallett of Iowa has a fine precinct plan for scholastic counselling of fraternity and independent men. One can understand his reporting items of scholarship, housing, employment, and personal problems as being significant. He mentions a plan for new Negro rooming house for next year. Many commencement speeches, a great deal of vocational and scholastic counselling, and every conceivable housing problem.

Jones of the University of Kentucky reports high points as fraternity affairs, finances, discipline, and teaching. These interesting excerpts come from his diary: Went to the trial of an exhibitionist at police court. The girl could not positively state that exposure occurred, though a student identified the man, the car, and license, and on a former occasion he pursued her to the library. The Judge told him he was guilty but had to dismiss the case.

Then this interesting commentary: it seems to be up to her men-folks.

Interview with a man whose son left school for Texas two days ago. He told the father to let him go, that he would soon be back. (ED. NOTE: You see here the confidence that Dean Jones has that any Kentuckians going to Texas always return to Kentucky.)

Professor drove out the wrong way on a one-way campus drive. Policeman very hot. Wants me to write him a letter and also report him to the President. Mother writes for son's revolver. He lived at a rooming house. He dropped out six weeks ago. I got the gun and sent it by express. The janitor helped me pack the revolver and asked if the boy was from the mountains of Kentucky. No, I said, he is from a large city in a neighboring state and attended a leading Prep school. (Editorial note: probably an Illinois product, Fred.)

Jack Croft from Utah State mentions his points as being fraternity affairs, employment, discipline, and housing. He was concerned with egg throwing in "A" day assembly. Housing visitors to the Annual Horse Show (there is a different student activity). He mentions golf for the first time this year. Seniors coming in to see him to say

"Goodbye," the arrangement for the Mt. Logan moonlight hike, and tells about four students arrested for reckless driving and collision with another car. They came in for suggestions and advice regarding hearing in court (They're lucky to be here). Discussed a plan offered to a student by a high-pressure College.

Stone of U. C. L. A. mentions activities, personal problems, and teaching as being significant. A luncheon with Japanese officials (evidently has a relation to the somewhat extensive oriental student population in the California schools.)

Thompson of St. Olaf mentions scholarship, staff conferences, miscellaneous student problems as getting most of his time. He evidently has a special responsibility for supervision of the athletic program in addition to the general activities of the office.

Congdon of Lehigh mentions personal problems and student activities as being most significant. He mentions the student coming in because of absences and adds, "It's a rotten system." Another student comes in and then the comment, "Why can't Ma let him alone?" Student health problem, "Some Doctor is making money here." Committee meeting for the awarding of the Starkey cup and he adds, "I thought Professor would have heart failure when we turned down his protege." Lunch meeting which I had the pleasure of installing new president of Rotary. He adds, "Passing on the torch, or is it the buck." Student with girl problem—\$28.30 telephone bill all because of Jacqueline. Is she French? A case of discipline, and he adds what is "plagiarism?" It seems to depend upon whether one is writing a Freshman theme or a book. Son and parents. It will do Tom, a superior boy, a world of good to be shunt of Ma.

Carroll Geddes of University of Minnesota is financial advisor of student affairs in Dean Nicholson's office. It is natural then that he report fraternity and student activities with the greatest frequency. Reports the deal on old TKE house. (Carroll and I both understand that one.) Senior activities, and adds this note, "Mac, one of these was Joe Flagg. He has surely blossomed out." (Joe was one of my proteges when I was at Minnesota.) Another item, finances of sorority, with the comment, "Damn these meddling women." Bob Thompson on the State of the Nation. (Bob is one of the Minnesota perennials.) Gave talk at fraternity. Pepped them up, then give them hell. Humor magazine—always a headache. Sorority—I have to fire the cook and the housemother as a result of a fight. Peace Council—God help us; they want to fight for it. Acted as Secretary to Discipline Committee. Same old cases—thrift and sex. The latter more interesting.

Humphreys of Arkansas reports fraternity, teaching, class absences, discipline, and employment as rounding out his day. Student dropped by Dean of his college. Wanted me to intervene. Explained why I could not do so in his case. Called at apartment house on way to school to investigate rough house by group of athletes staying

there. He also mentions starting a student out with his hobby which is Genealogy, and also reciting his own rhymes and poems on several occasions. (It seems to me we might have a session sometime on just the hobbies which Deans of Men have found interesting.) The last item which he mentions is so typical of activities which aggravate us all, but because of the humanness of them keep us fired up about this job of counselling college students.

With all the headaches which they give us, there isn't a one of us but which looks forward in the fall to renewing old friendships and to view the problems of the new crop and in some way enable them to work up to the possibilities latent in all of them. You understand what I mean when I repeat Dean Humphreys' statement which he says, "student just came in and invited me to go fishing with him in my canoe," and so ends the Dean's day.

I look forward to many years of working with such students, with their failings, enthusiasms and successes. And they can have my canoe, my office, or my shirt if it will help them obtain a more worthwhile educational experience. (Applause)

President Findlay: Gentlemen, you have heard a very profitable and interesting paper. You will note that we have better than twice the number of contributions here. Some of you made no contributions to that paper, and some of you may wish to do so orally. Are there any at this time? Or questions that you may wish to ask the writer of this paper?

Secretary Turner: Would you review again the section of your paper that points out this matter we were talking about this morning; namely, how much time is being spent in committees?

Dean McCreery: Would you like to know the percentage in these different activities? This is in terms of percentage of total items which are reported. I do not have the faculty meetings. These are only the percentages of contacts with the students: 11 per cent on fraternities; 12 per cent activity conferences; 2 per cent on social affairs; 2½ per cent on evening engagements; 2 per cent on absences; 11 per cent on employment; 7 per cent on discipline; personal problems, 6 per cent; scholarship, 5; finances, 13 per cent; miscellaneous student conferences, 13 per cent. I think what you probably refer to is this frequency table. Staff conferences lead in the total number of items reported—253 out of about 2,000 items reported. Then office routine followed that, finances, miscellaneous student problems, activities, fraternity problems, and so forth.

President Findlay: Are there any other questions?

Dean Jack Croft (Utah State): I do not wish to report orally. I suppose I am one of the 20 who did not file one of these routine schedules, and I wondered why it was. But after hearing credit given to Mr. Schultz of Allegheny, I would like to tell Mac that he did receive

mine, but he must have left my name off. I noticed a lot of my comments there.

Dean McCreery: Maybe I got some names mixed.

Dean J. R. Schultz (Allegheny College): Schultz of Allegheny will have to give up credit for the egg-throwing, I am afraid. I am caught. (Laughter)

President Findlay: Are there any other comments?

Dean Hubbell: How many of those staff conferences were conferences with other members of the staff about students? How many of them did not relate to students?

Dean McCreery: I did not have that broken down. I imagine most of them were about students' affairs.

Dean Hubbell: That might directly tie in with the function of the office. It might not be leading away. I think Dean Turner was trying to get at the number of outside demands that took you out of contact with students.

Dean McCreery: But your point was whether it was student conferences or conferences outside your office about students, or about any subject.

Secretary Turner: I was thinking especially of committee meetings and committee meetings that tie you up for 2, 3, or 4 hours. You may be in your office but nobody else can get in because the office is full.

President Findlay: I have been wondering, too, about this point: For the past two years, at least, Dean Turner sent us at certain periods of the year a questionnaire which each of us has filled out by sitting down at his desk and taking a pen and checking at certain points, and relying upon our memory or opinions as to just how we do function in the office. But McCreery now has these diaries, which presumably were made while the issues in the office were still hot. They were put down as actually representing the functions performed. Dean Mac, did you make any effort to reconcile the report as coming from the diaries with the reports of the last two years in terms of the subjective information to the surveys, to see whether or not we have been telling the truth when we rely upon our opinions?

Dean McCreery: I hesitate to go into that. (Laughter)

Dean T. H. Schulte (New Mexico State Teachers' College): I wonder whether the gentleman came to any conclusion about the variation in high points for the various sections—or is that too delicate a question to discuss, or did you try to analyze it in any way?

Dean McCreery: Just very roughly. I think it might be misleading if I tried to be too definite about that. It did seem to me that the large universities of the middle West had more conferences on fraternity problems and extra-curricular activities than in the smaller

institutions. In the smaller institutions it seemed to me that the duties of the Dean of Men were more varied. He had more and different types of responsibilities, and probably more administrative responsibilities, special types of work which were given him by the President of the institution, whereas in the larger institutions he was regarded more as a specialist in student counselling. That is a very unscientific remark to make, I realize, because I could not back it up or prove it in any way, but in scanning through it rapidly, it seemed to me that it might be the case.

Secretary Turner: Wouldn't it be true that you would get the same results? You say there is more of a variety in the smaller institutions, and yet if, for example, I had shown you not only my diary but the diary of my three assistants, we would have had the same kind of a variety.

Dean McCreery: That is very true. Vic Moore of Texas mentioned that in particular—that it was your own personal diary and not the diary of the office. I noticed in Perry Cole's diary which he sent in, he sent in one for his assistants which shows much of this variety of the whole thing. I think if the men who sent them in do not mind, you might be quite interested in looking over some of these diaries and the way they were kept. I know some of the men, since sending them in, have said this: "I found out a great deal about my office in keeping this diary. I didn't realize what were the high points of my contacts," and that seemed to them to be somewhat valuable, which in a way helps my conscience a little bit, in asking them to do this piece of work. I know it was a lot of trouble.

Dean V. I. Moore (University of Texas): Those diaries would be very different, too, if the date had been set from October 1 to October 15, rather than May 10 to May 25, and so forth.

Dean McCreery: I have kept one of these at different times of the year to check that information a week at a time, not in as much detail as this probably, but just to see if I could discover any trends in the type of work with which my office is concerned, and I think it has worked, too.

Secretary Turner: Just to back up that statement, for the past five years now I have been keeping a record of all callers in my office and what they come in for, and when you get those on a 5-year basis and see month by month the way certain things come up, it is interesting. For example, the month of September and the month of February, in my record, are the two biggest months I have. In September I usually run 700 to 800 callers. In the month of February I run 600 to 700, and out of that number, over half of them in September and February are for emergency loans, for the boy who wants to borrow a little money to pay his tuition. So you get these seasonal fluctuations.

Dean Moore: A great deal depends on when your "Hell Week" comes.

Dean Schulte: I wonder to how large an extent the stringency of regulations enters in as a factor. That varies decidedly with institutions. I wonder to how large an extent the multiplicity and stringency of enforcement of regulations enters into determining the variations among the different institutions, and especially among the sections. For instance, in our institution we are about as free from regulations governing the students, other than their graduation and study and things of that kind, as we can be, and the fact of it is that we hardly have anything such as conferences about discipline—very little. In another institution where I was, the Dean and the Dean of Women were spending most of their time on that very thing.

Dean McCreery: I found out a great difference. Of course, I could not account for it particularly without knowing the institutions closely, because all I had was just the items which they reported. I did not know why, or what rules they had, or what not, but just in the frequency of items reported there was quite a difference. I imagine that the different types of rules and different set-ups would account for that.

Dean R. E. Manchester (Kent State University): I would like to ask how many reports showed classes or lecturers in orientation, and I would also like to find out how many deans give regular classes or give regular lectures to students in orientation.

Dean McCreery: I found only 2 or 3. Of course, there were only 18 which were included in this study, so I found only 2 or 3, I think.

Dean Mallett: Wouldn't those tend to come at the beginning of the school year rather than at the end?

Dean McCreery: Unless the orientation carried on through the year.

Dean Mallett: Six weeks or so of a semester is about the most.

President Findlay: How many deans participate in or teach by themselves an orientation course? (18 raised their hands) We have about five more minutes, if you care to ask questions.

President Findlay: We come now to the third paper of the afternoon, a paper written for us by Dean Francis Bradshaw of the University of North Carolina, and read to us by Dean Weaver, his assistant. I suspect that if this paper had been requested 15 or 20 years ago, it would have been impossible, because the work of the dean of men then was so young that it would have been impossible to have formulated a philosophy that would have covered adequately the functions of the profession. But now that the profession of the Dean of Men has been in operation for 25 or 30 years, it seemed to some of us who were interested in this program that perhaps the time had arrived for an offering in this field of the philosophy of our work. So we cast about for the proper man to present this paper, and came to the conclusion that probably there is no one in our constituency who could

do the job better than Dean Bradshaw, for these reasons:

First, he is trained in philosophy. Secondly, he has served with distinction for a considerable period of time as Dean of Students at North Carolina; and third, his interests have had more than local scope. He is interested in the work, and has investigated its various functions and activities on a national scale. So we are very pleased to have him accept the paper. Our only regret is that he could not be here with Mr. Weaver, and thus be prepared to answer the questions that I am sure will come from the paper.

Will Mr. Weaver come forward now and give to us this paper on "A Philosophy for the Dean of Men's Work?"

Dean Fred H. Weaver (University of North Carolina): Mr. Chairman, President Zimmerman, and Delegates: Dean Bradshaw gave me liberty with reference to the paper, but specific instructions with reference to two other things. One was that he wanted me to express his extreme regret at not being able to join you here, and his sincere greetings to the meeting. Second was that he appreciated deeply, Chairman Findlay, the opportunity to write this paper. He did it with great pride, and having read it, I think I am ready to say that he has attended to the matter with great seriousness.

I noticed this morning when Dean Moore spoke, that he said he conceived the function of the Dean of students to be to inject the human touch in education. That is probably the briefest way of saying it. Dean Bradshaw would agree with him, I think, principally, but he has elaborated to some extent on that point. The title is "Why a Dean of Students?"

"The invitation to write a paper on 'The Philosophy of the Dean of Men' presents some startling and depressing aspects. One thinker has said that philosophy is a flower which blooms only amid ruins. The same thought has been otherwise expressed in the statement that 'the owl of Minerva flies only at night'. Is it possible that the Dean of Men is in ruins and that the shadows are already deepened on our campuses? An alternative interpretation is possible in view of the fact that the author of this paper has just completed his twentieth year in the dean's office. When one realizes that the average life of the dean is reliably reported to be six years, the suggestion is obvious that this particular dean is in ruins and approaching his midnight.

"However, there are to be observed in other persons in the field, ample testimonies to the youth and vigor of our work and workers. It is, then, proper to believe that the work of deans of men and this paper have a possible future significance even though the author has begun to reach the final and appropriate philosophical segment of his career.

"It is important in philosophizing as well as in science-izing to define terms as a preliminary to investigation. In discussing the Why, What, and How of the dean of men this author understands the term

to refer to that functionary of the college specifically concerned with the student as a person and the students as a community of citizens. This concern is different from, but not exclusive of, the college's concern for plant and finance, research and curriculum, or extension and public relations. This 'concern' of the college for the student personality and campus community may be located in the president's office or the academic dean's office, or it may be most fully expressed by a football coach or a college pastor. It may even appear most actively and imaginatively in some boarding housekeeper in the college community. Even in such cases there may be also an official with the title of dean of men who most actively and fully expresses some entirely different function, such as public relations or judicial discipline. But possessing the title and incarnating the correct function or value would in that case not be identical. This paper proposes to discuss the functioning dean rather than the officiating dean. It is to be hoped, of course, but hardly to be expected that all officiating deans also function in terms of students as 'person-in-community'.

"This definition of the dean of men as that college functionary specifically concerned with the student as a person-in-community contains implicitly the answer to our questions, the 'why'? and 'how'? as well as the 'what'? of our subject. It is only fair then to allow some discussion of this definition. Do not all, or many, college officials share this function? It is to be hoped that they do. But human nature varies and specializes, so that librarians tend to be interested especially in the accumulation, preservation and possibly the circulation of books. Business managers tend to get most excited about buildings and receipts and sometimes disbursements. Football coaches respond most vigorously to athletic victories, sometimes even when attained through permanent physical injury of the players or irreparable cracks in the ten commandments. And professors sometimes plan courses not mainly for student development but for their own economic and professional advancement, sometimes more euphemistically described as 'the advancement of knowledge'.

"And college deans (of course 'academic' deans) as well sometimes concentrate on becoming the dean of deans, usually entitled dean of administration, or even president, while presidents have their eyes occasionally on a governorship, senatorship, or presidency of these more or less United States. Failing such destiny, there is, of course, always a larger institution with larger salary and reputation all included in the term 'opportunity for wider usefulness'.

"Under these circumstances, under which the officials of the college may be distracted by strong but secondary considerations, as students enter without experience, stay briefly, and then, before becoming enlightened, become alumni; under these circumstances, is it not essential that someone be especially charged with viewing them, not as consumers or producers of knowledge merely, or as athletes or patients in the college infirmary, or as payers of bills, or as units in

enrollment statistics, but as persons-in-community, as future citizens, as vital individuals?

"It is apparently true historically that the deanship originated in discipline. But it is also true that the first disciplinary deans were appointed to make already existing discipline more sympathetic and more understanding, seeing the person as well as the culprit. It is also true historically that later deans came in as regulators of student activities, but their appointment was again designed to make already voluminous regulation more sympathetic and understanding. And the most modern and stream-lined deans and administrators, charged more especially to coordinate student-welfare divisions, or to apply psychology, pedagogy, and personnel techniques, differ from other administrators, coordinators, psychologists, and technicians in the college primarily in representing the interest of the student as a person who would consume welfare and psychology as means to his own ends—ends so precious to the sacred values of the larger community which sustains and possibly over-estimates the value of our colleges.

"The dean of men, then, is essentially a strategist in the college organization who seeks to use all arms of the service in the relentless warfare against the impersonalization or mechanization of institutions. Or, to change the figure, he is like the general practitioner who helps to keep clinic and hospital from being organized primarily in the interest of doctors and nurses, rather than the patient. He may administer discipline, supervise student activities, advise student leaders, coordinate student-welfare agencies, or perform and direct guidance functions. He may even make public speeches, collect student loans or encourage alumni and cajole legislatures. But these are not the distinctive and unique standard of deanly effectiveness. They are raw materials which the dean of men may share with other deans and administrative officers. His is the unique function to add to the value of these materials by reworking them from the point of view of the student as a person, the student whose personal and social development is an end in itself and never, to the good dean, a mere means to some other end, however significant. He must in this attitude protect the student from being crushed by the lumbering machine of a college, and protect the college from perpetrating this crime against the student. Amid the almost limitless variations in training, title, and duties, which appear in the surveys and job analyses this essential mark persists and becomes the one single and unfailing standard by which all duties and deans must be evaluated.

"We can be confident that this kind of deanship will further flourish because its roots are deep in the essential character of the American Way of Life. Furthermore it rests upon sound educational philosophy. The American is sometimes blind and foolish in his support of mass education. And the college has frequently played parents for suckers. But the urge of the American home to send John and Mary to college is a vital and essentially permanent drive to give every individual the

'right of life, liberty, and the pursuit of happiness'. As long as this American urge lasts, the good dean will be in demand, because the good dean is the purveyor of these gifts of the college so long as he resists threats to his resolve to protect students-in-community.

"This demand for general education and good deans is not a transient phenomenon but a permanent direction of men in western civilization. Classical Greece regarded persons as subordinate to culture and classified the uncultured as barbarians fit only for permanent slavery. Jerusalem made man for the Sabbath and condemned the unrutual as unholy and permanently lost. Rome worshipped Power and granted no inalienable right save to Roman citizens. Jesus changed the calendars by exhibiting the individual person, unqualified by race, color, or previous condition of servitude, as the source of culture, the yardstick of righteousness, and the ultimate spiritual and natural power.

"This transformation of values has struggled throughout the history of Europe for social and economic expression. The struggle is long and bitter. Epochs and eras are needed for such a transformation. Because in America the races and colors are mingled, because in America the ancient pressures of poverty are lessened, because in America a remarkable governmental concept and fluid constitutional structure have been partially nurtured through an infancy safe behind two oceans; from these gifts of destiny America has become the best and perhaps only spot in which it may yet be possible to build a Christian civilization.

"The Christian concept of personality and society are not yet actual in American life. But the aspiration and opportunity are still here. We still prefer to study peace rather than war. We still believe in Progress for all rather than perpetuated privilege for the few. Mass production industry may not consciously strive for democratic organization of either itself or society but its profits inevitably and increasingly depend upon and require both. The elevation of persons to the capacity for spiritual living and the democratization of society are the meaning of America, the direction in which its currents and processes flow. Here we are less content to establish permanent and hereditary peasantries. Here shall always be a social frontier beckoning to the rugged individual who would shape life rather than conform to it.

"Let us accordingly accept gladly the flocking to the college of the Toms, Dicks, and Harrys. They may temporarily bring into disrepute the term collegiate. But they give educators the first opportunity in history to reach a whole people with the ideals of the liberated mind, the cultivated emotions, the wise and intelligent way of life. They give us the test of whether we can treat all persons as persons. They teach us whether our 'magic' works universally or only under severely restricted and unreal conditions.

"But this result will only occur as the colleges deal with these hordes of youth in the American Way. Rigid unvarying curricula and long flunk lists, professorial cynicism and contempt masking the exploitation of the student for professorial prerequisites and respectabilities; and arbitrary motivations in terms of either prizes or authority would mean that again as in the middle ages human aspiration for a spiritual society had been betrayed by its institutions of leadership.

"America would be forced to abandon its dream or create other institutions for its leadership training. The only way to avoid both these alternatives is the continuous transformation of the college in terms of an adequate philosophy of education.

"Such a philosophy will conceive every student as a person and will view education as the progressive release of the individual from the animal limits of impulse and habit toward a life that is free because self-directed, effective because intelligently adjusted to reality, and happy because internally integrated and socially cooperative and reciprocal.

"Such a philosophy will conceive society not as a mere aggregation of units, or an unstable resultant of blind forces, but as a vital organic synthesis of human values incarnate and evolving to the extent that the chief social concern is identical at its heart with the heart's desire of every individual.

"Such a philosophy will seek unity, organization, and discipline, not by imposition of external authority, but by awakening internal self-discipline and maturing youthful intelligence in the capacity for free-decision-making.

"This does not require that students and teachers vote together as equals in a statistical democracy, but it does require that the special skill, function, and duty of each be equally sacred and continuously presented to the minds of all as the living fabric of an organic democracy which allows equal validity to all its parts and provides in its growth for the richness of simultaneous differences but fundamental unity. The authority will be not official and arbitrary but that of a conscious and common purpose to which each is dedicated. The discipline will not be the reluctant acceptance of a necessary evil but enthusiastic dedication to the ultimate values of truth, justice, and beauty.

"Such a general and comprehensive concept of deanhood must appear in the daily details of routine actions. Dissipation must be limited less by discipline or fear of disease than by a view of the body and the emotions which sees the goal of optimum physical basis for scholarship and the hygiene of the mind. The regulation of conduct in dormitories and fraternities must be less the avoidance of criticism and inconvenience to the institution and more a dress rehearsal in making democracy safe and effective. Study must be less a learning

of assignments and passing of tests and more a 'seeing of the connections between events'—(a seeing of relation) even a participation in Man's epic of foresight, achievement, invention and progress.

"In such a process the dean of men must be more than an official charged to keep the students from troubling the faculty, a sort of dispenser of academic anaesthesia. He must be a leader in transforming the college.

"The meaning or direction of the American college deanship shows a striking parallel to another and very typical phase of American life, the industrial manager. The first industrial personnel administrators were welfare workers who were supposed to reduce week-end dissipations and other worker problems which interfered so disastrously with per capita productivity during the week.

"It was not long, though, until the thoughtful personnel man saw that such problems and dissipations had their roots in maladjustments between worker and work. Thus was born efficiency engineering, job analysis, and placement experts.

"Then, after considerable experimentation with tests, assembly lines, and wage incentives, the more discerning personnel minds saw that even adjusting the worker and the work were not enough unless the worker participated in determining the conditions and understood the objectives of his work. He needed to share not only profits but also responsibilities and decisions if his full energies were to be mobilized. The steel worker who last summer at the World's Fair for the first time saw the whole process of steel making, went home and returned with his family and friends to show them the full significance of his job. The experiments at the Western Electric Company demonstrate beyond question that this steel worker will now be more productive and more ingenious. And thus the industrial personnel executive becomes a leader in the democratization of American industry, and the spiritualization of American life.

"The dean of men is likewise evolving from punisher of wickedness, preventer of dissipation, adjuster of students to the academic stretch-out, toward leadership in the democratization of the college as the training camps for the leaders of the American Way of Life. And whenever we enlighten rather than direct a student, whenever we can make luminous and compelling to his spirit the values of his health, conduct, or study, we have struck a body-blow at what we hate in dictatorship; namely, its deadening emphasis on docility. We cannot achieve the meaning of our place in history through young men who are either rebellious or docile. The person-in-community is the only escape from anarchy on the one hand, or totalitarian dictatorship on the other.

"Philosophy has been defined as seeing phenomena *sub specie aeternitatis*. The only adequate philosophy for dean or students will view the choices of the day as events in the history of man's struggle

for freedom and significance, which expresses itself today in the ultimate values called science, democracy, and Christianity.

"In science each particle reciprocates and sustains the gravitational field of the universe and must be understood and dealt with as absolutely real. In democracy all just powers of the government are derived from the consent of the governed and the governors must seek the enlightenment and development of each social particle. In Christianity these processes of nature and society are seen as at heart a single eternal process of the spirit in which there is no animal, person, task, or time, common or unclean.

"American destiny may be just as rich as its realization of these ultimate values science, democracy, and religion. The only remedy for the evils that exist is more complete dedication to this task of transforming American life in these terms. Our jobs as deans is to transform ourselves and our colleges. Thus we may give to America not docile school boys with a lot of information, but men—men who can carry on in the traditions of that greater institution which mothered us all and which is the ultimate examiner of our performance—American civilization." (Applause)

President Findlay: You have in Mr. Weaver a man who has worked very closely with Dean Bradshaw, and has imbibed a considerable amount of philosophy of this leader in our field—an individual who I am sure is quite capable of answering questions that will have a bearing upon the paper which he has just read. No doubt you have questions. Shall we have them volunteered at this time? We have about 30 or 35 minutes before time to adjourn.

Dean Lloyd: Being a rather peculiar combination of worker in philosophy of education and Dean of Men, I listened rather carefully, as I am sure all of you did, to this fine paper. It would be a splendid thing, from my viewpoint, if, with the consent of Dean Bradshaw, this paper might be submitted to some national magazine such as "Journal of Higher Education," as sort of a starter in this field of philosophy of the deanship. I should like very much for this assembly to go on record as expressing its gratitude to Dean Bradshaw, and also whatever steps might be necessary in passing this on for publication to a more nationally circulated periodical.

President Findlay: Do you put that in the form of a motion?

Dean Lloyd: Yes, I will make that as a motion.

Dean A. A. Holz (Kansas State College): I second the motion.

President Findlay: Is there any discussion on the question? Hearing none, as many as favor the motion, signify by saying, "aye"; those opposed, "no." The motion prevails.

Are there any further comments on this very excellent paper?

Dean Zumbrunnen: The question I would like to ask is how we are going to get this into operation. I think we are under the funda-

mental principle that our office is very definitely individualized in the educational process. I do not know how your campus is, but I do not think that by and large our faculties are thinking in those terms.

I am inclined to think that convincing the majority of our workers is important for the particular thing they are teaching. I think we have a lot of men, and they are very conscientious and sincere in their position, who are very skeptical and not sympathetic at all with this particular idea. In this respect, I think I recognize with growing appreciation the fact that we do need to put more emphasis on the individual aspects of our own educational program. But there are plenty of leaders in the educational field who will say that the social process is the only process in which it will apply at this time, because of the enormous student bodies that we have. You simply cannot give all this individual attention. My question is, how can we get a change brought about to make possible the application of this philosophy?

Dean Weaver: I think I got the full significance of your statement, although there were a few words I did not hear. We have approached the problem of how to reconcile the question you raised in Chapel Hill continuously. How can you individualize education? Of course, the personnel movement is a gigantic effort to do that, and a thing which is developing according to the problems of particular institutions.

One thing you have to know about the University of North Carolina is that there are 3,800 students there. There are other institutions which have 30,000 and more, which is quite a different problem. In smaller institutions you can individualize education, because you can have the dean of men and the outstanding professors in personal contact with the students. Frankly, I see no way of a complete solution to the problem. I have discussed this problem with Dean Bradshaw a number of times. He is definitely committed to the idea that in a situation in which there are 3,800 students, he cannot as an individual come in contact with each one, and there is no professor in the faculty, or no dozen professors, who come in contact with the 3,800 students.

So what do you do? You try to select 35 men who come in contact with the students and come in contact with them in an effective way. I noticed in the paper presented just before mine, that experiences were recounted which do not come up in our office—the matter of financial assistance, for example. We have a man in charge of loans and a man in charge of self-help appointments and NYA jobs. Those things are taken out of the office. The question of fraternity affairs, student activities, and all those things do come up in our office, as well as discipline, because they are the things for which I am principally responsible, and I am right there in Dean Bradshaw's office. But there is that decentralization in the efforts to individualize education. It is difficult for me, being such an amateur, to assert an opinion to such an audience as this. I could scarcely do any more than say I am

extremely sensitive to the importance of the question, particularly when friends of mine in the senior class come up and say at commencement, "The thing I deplore about my experience is that I did not have a confidant, a man like Dean Bradshaw, who listened with sympathy and advised with wisdom about questions that came up in my experiences.

"I scarcely had an opportunity to know him, except by sight. He and the boys in his ethics class talked continuously about the philosophy that they developed in that class, and the excellence of their relationship with him. Why can't I have that?" I say, "We have a system whereby we meet that problem. You come in and we give you a physical examination. If there is anything wrong physically, we send you to the doctor. If you are ineligible for athletics because of heart trouble, we tell that to the coach or director of athletics. Then we give you diagnosis of aptitudes. We give you placement tests, give you a class in which you can operate in the full capacity. If there is something wrong, we send you to the physician, or if it is a question of sex, you go to the mental hygiene expert. There is a continuous process of scientific examination and testing."

He said, "But here is the fallacy: I went through all those tests, and although I have more problems than you ever imagined, you have no technique whereby you can discern those problems. Those problems of mine are just not amendable to scientific detection, and that is what you are relying upon. The only way you can discern my problem is for me to sit in your office for an hour or two, get to know you, and then maybe you can find it and do something about it."

I agree with him. I think that if I got anything out of college, it was largely because I had a definite and intimate contact with people who understood the process of education and who possessed the capacity for stimulating me out of my own problems, and not a purely mechanistic relationship. How we can retain that in the face of great numbers and other things affecting the capacity of teachers to do that, I frankly do not know.

Dean U. G. Dubach (Oregon State College): I would like to make an observation about this meeting. I noticed this morning most of the reports we were concerned about were the out-of-office contacts. Personally, I think much of this work has to be done through the faculty, and I think that we ought to cherish out-of-office contacts if they are the right out-of-office contacts.

I think deans of men have to do a lot of the work on the faculty rather than on the students. I think that if the dean of men has the right position with his faculty, he can get his faculty to do many of the things we say cannot be done.

My institution happens to be a big little one, about 5,000, and it would be utterly impossible for any dean of men, even with his assistants, to have all those personal contacts. But personally, I cherish

greatly assignments on certain committees. I want to choose the committees, though. I do not want the committees where I am merely going to carry the water for somebody, but I want the committees where it shows me, and if deans of men have the proper contacts with the proper faculty people and we can make all of our faculty people more or less personnel men, we can get a million things done that we cannot do ourselves.

I think we are all wrong when we do not want outside contacts. I want them. I want them in the right place, and at the right time. I do not want the water-carrying committees, but I do want the others, and I think we can build attitudes in faculties very readily if we have the right standing with our faculties, and we can get a lot of the things done that this young man talks about and that Dean Bradshaw so admirably sets up. There is where the work has to be done in all of our institutions, instead of assuming that personnel men are going to do it.

In our own institution I definitely objected to a director of personnel, because we have a personnel man in every faculty, and that adds up in the general committees where we have our clearing house, and all of us have the benefit of what the rest of us are doing, and thereby we stir up a lot of faculty men to be concerned about these individual students. I am saying this—the average faculty man does care what students think, if he thinks the students have a way to make their thinking effective, and if we help the students get their thinking before the faculty men in the right way, the faculty men are going to adjust what they do somewhat to student opinion.

Dean Moore: I would like to say one word of Amen to what Dubach has just said. We must never let ourselves get in the position of being reformers, or being "holier-than-thou." If we assume in advance that there is down deep in the hearts of our faculty members the same philosophy that Bradshaw has so beautifully put in that paper, we will find after careful and patient and sympathetic investigation that we are right. There are men in the faculty at the University of Texas who can do personnel work with boys on our campus that I can never do, that "Shorty" can never do, that Rubottom can never do. We have a band director who exemplifies in his life and contacts with many of his band boys exactly the philosophy that Bradshaw pleads for there. He loves men. He has that spirit of Christian interest in the progress of the other fellows, and that is in the hearts of a majority, I believe, of every one of these faculties represented here, if we look close enough to find out for sure about them.

I think that we can never personally accomplish all these things ourselves. That is utterly impossible. But we can, first of all by showing faith in the right attitude of our colleges, we can secure the cooperation of those colleges in accomplishing our ultimate objectives, and we can arouse an interest in that sort of thing by trusting other

men to do the things that we believe they should and would do if they stopped to think.

I do not think we should distress ourselves about these things that obviously we cannot help. We should assume the best and try to arouse a general spirit by our attitude of the approval of the fine things done that will help toward this very end we are all striving to arrive at.

Dean McCreery: I think it was significant that Dean Bradshaw spoke not only of the philosophy of the dean of men, but of the philosophy of the university. When you come to discuss the sacredness of personality, it seems that you must remember that the student is the product also of his environment, and you cannot limit this personnel idea merely to the student's body. The sacredness of the personality of the janitor is important. I have known of cases in which young instructors a few years older than the student body engendered cynicism in the student body because of the way that this instructor had to live on the small salary, with a baby coming and all these other conditions, that it would take weeks for a whole personnel body to counteract.

It seems to me that the personnel idea or philosophy must start at the top, with the President or the Board of Regents or what not, and must be exemplified in the faculty, in the student body, among the secretaries and janitors and what not.

President Findlay: You have here a very important issue that exists on many campuses. We have on many campuses a conflicting philosophy as far as education is concerned. In many of the deans' offices we have tried to exemplify the philosophy that has been brought before our attention this afternoon through Dean Bradshaw's paper, a philosophy that looks toward individualizing education, whereas the actual philosophy at the root of that institution often times is a mechanistic, mass-type of education, and we have there that conflict of emphasis upon the student himself which produces anything but what Dean Bradshaw has been speaking about through his paper.

Dean R. V. Thompson (University of Nevada): I think that Dean Bradshaw's paper stressed essentially the ultimate philosophy for every individual engaged in education, and I do not feel at all discouraged because of the numbers that are in institutions. We do not have to depend entirely upon ourselves. There is such a thing as people co-operating, if they have a common objective, and cooperating essentially unconsciously.

I am not going to take time to speak. I am only going to remark upon an illustration that I heard Dr. Peabody of Harvard University use. He said that the old tapestry weavers of the Middle Ages worked upon the reverse side of the tapestry. Each one engaged in doing his own little task, and all that he could see facing him was the loose ends of threads, and he might quite well say to himself, "What is the use of all this? My work after all is utterly insignificant," but when

this mood of depression came upon him, it was always possible for him to step around and look at the opposite side of the tapestry and see his work growing into unison with the work of others, and making of it a beautiful pattern.

It strikes me that that is an idea that it is worth while for all of those who are engaged in trying to direct personal lives to ponder. The dean of men is not alone. He has, as has been remarked, the entire faculty engaged, and through the pursuing of his own particular ends in collaboration with others, his own particular guidance and direction is multiplied many-fold.

Dean Alan W. Johnson (University of Cincinnati): Deans Dubach and Moore spoke about the possibilities of having the personnel work done by members of the faculty. I think there was another field which they left untouched; namely, that of the students themselves. It strikes me that there are perhaps no people who know student problems better than those students who have those problems. I think at Iowa they have a system in which student counsellors are used to delve into student problems, to give such advice as they may, and then if they feel incapable of giving satisfactory advice, to refer the problems to the officials such as the personnel workers, the Dean of Men, who have placement service and all those other facilities.

There is another question that arose in my mind. I think it might bear some discussion. I think Dean Bradshaw's paper just touched on it very vaguely. That is the relationship of government to education. In the last few days we have been hearing considerable viewing with alarm on the part of some of the Republicans in the National Convention as to that relationship with the government—whether it should step in and take over certain educational phases more than the C. C. C., or whether that should be left in the hands of the educational process as we see it today, and I would very much like to hear some comment on that relationship.

Dean Everett Hunt (Swarthmore College): I cannot speak to your question, but there is one other thing I would like to say about this paper. It seems to me in explaining the faculty point of view, we cannot think only of persuading them to accept the philosophy of this, but you have to realize the situation of the young instructor whose future is dependent pretty largely on publication. I can remember my own early years as instructor at Cornell, when I was assigned to work on a committee that had to do with student problems. I felt a great irritation at being assigned to that task, as a waste of valuable time. I had to get on in the world, and do my regular amount of publication every year, if I was going to support my family.

The whole situation at the university is such that the instructors have to face that tremendous competition. They are almost forced into regarding anything that takes them from their scholarship as

professionally a waste of time. So they have to make a rational analysis and justification of that procedure.

I think, however, there are two things that we could do perhaps to combat that. I was interested in seeing how many deans do some teaching, and I do not know how you find the possibility of doing much for your scholarship while carrying on the work of this office, but it does seem to me if we can somehow or other find time from our duties to continue our work as scholars, we then do get a greater respect from the other members of the faculty, and we do not seem to be divided into scholars and personnel workers. It is very hard to get a scholar to respect a personnel worker unless he thinks the personnel worker is also something of a scholar.

I believe there is a president of a small college who says he has given up all hope of making faculty members into personnel workers. They will never do it, and he would not expect them to. It seems to me that view is doomed to defeat in practice—that you cannot have a group of personnel workers and faculty men to separate entirely their work from each other and hope that they will respect each other very much, and if we want to have an influence in persuading our faculty to do the kind of things we want done, we have to make a sufficient effort to scholarship ourselves to retain their respect.

The other thing I think we can do as members of the administration is to bring to the attention of the proper people the efforts of faculty members who have proved influential in student bodies, who have given personal attention to their students. I do not believe that very many young men really think that scholarship is the only value in life. They are driven to specialization in scholarship as a means of promotion, and then rationalize to support that. But if they could have confidence that work in teaching which involves some personal contacts with students would be recognized by the institution and would be promoted, a great many of them would be very glad to make their work of a more personal character than it now is.

Those are the two things we could do, I think, to spread this point of view of this paper among faculty members: First, to make our own scholarship respectable; and second, to see that our administrations recognize teaching.

Secretary Turner: I think there is only one man here who could answer the question I would like to have answered, and that is Vic Moore, because he is really the veteran of the group here. If I have observed and read the minutes correctly, we are now at the stage where we have practically completed a cycle. The little group of 7 or 8 men who met at the first meeting of this Association, met because they saw things that were not being done, they were appointed because certain things were not being done by the faculties, and the Association grew and more men were appointed to do those things. Some of them kept up faculty connections, and they got to be spec-

ialists.

Then came the highly specialized groups doing these things on a scientific basis. That was quite a fad for a few years. Then it shifted away from that a little bit, and the highly scientific angles seemed to fade away—not that they do not have a part in the picture. They have a place in it, too. Now we are getting back again to the place where we started, and I would like to have Vic discuss the whole picture here, if he will, because I think he is the only man qualified to do it.

Dean Moore: That is a rather large order, and incidentally, I would like to remind you that Dubach of Oregon was present at the meeting in the Old Union at Minnesota where I saw my first contact with this group. There we had Clark, Goodnight, Nick, Melcher of Kentucky, Coulter, Rienow—the old guard, the men who gave us a good deal of the inspiration that has been with us throughout. We also had Bradshaw with some ideas that at that time were rather new. I think it was due to Bradshaw's assistant that we united at Minnesota, with a personnel group at that meeting.

You remember the speech by Mann of the United States Department of Education. We cannot absolutely segregate these different functions of our offices. We have learned that by experience. We have learned that we have to depend absolutely on the cooperation of our fellow faculty members, and we have also learned that we have to depend also on the cooperation of our students and our coming plans for orientation at the University of Texas—plans that are constantly subject to change. We are dependent on a group of about 107 faculty members, and 350 students, each one of whom will function in advisory capacities.

I think the principal virtue of this annual meeting is to awaken us to the fact that life is constantly changing; that our pictures are varying from year to year; that there is progress; there is sometimes retrogression, unless we keep ourselves thoroughly alive. I think the thing that has awakened me more today, and I believe has stirred everybody else, is this wonderful message in which Francis Bradshaw refers, not incidentally, but I think there is a primary burden of his message of the coming of the Man of Galilee.

I do not want to preach. I do not want to deliver one of the speeches that Felix Mann used to deliver, although I got a great deal of nutriment from those speeches. But I think that the thing that is going to have to be under and behind and above us at all times to make us 100 per cent effective and efficient in our work is a recognition of the beauty and the truth and leadership engendered through the sermon on the mount.

I have no new point of view with regard to the advantage of specific preparation. I have no miraculous cure-all for these difficulties that all of us have faced. I know the spirit of discouragement that comes from the feeling that we are sometimes working alone, that

the buck is passed constantly to the dean of men, and one of the courses that has come to us is the fact that the dean of men has no one to whom he can pass the buck. He is the ultimate buck-passer of the whole group. And the sooner we recognize that truth and make up our minds to tighten up our belts and show the courage that we appreciate to these boys and girls, the sooner we will be ready to finish our course with our eyes on the mark, never wavering.

This is one of the revivals that are needed occasionally. I am a Methodist, and I believe still in an occasional revival. Although these come only annually, I do not know what I would do without them. (Laughter and applause)

President Findlay: We come now to 4 o'clock, and the time that Jabe has set for the trip to the campus of the University of New Mexico. Thank you, Mr. Weaver, for the presentation of this paper, and we trust that you will take our gratitude to Dean Bradshaw for writing it and sending it to us.

....Announcements....

....The meeting adjourned at four o'clock....

FRIDAY MORNING SESSION

JUNE 28, 1940

The meeting convened at nine-forty o'clock, Dean Bostwick presiding.

Chairman Bostwick: Everybody seems to be just a little late this morning in getting out. I do not know exactly why. But we want to get under way here as quickly as possible. We have a pretty full schedule this morning, as usual, and the first number on the program is a report on last night's question box session by Dean Wesley Gadd of Colorado College. Dean Gadd.

Dean Gadd: This report is brief, and I would like to have those deans who attended this particular question box to feel free to interpolate if I have missed anything, as this was written at an hour which you perhaps can guess, after the Bostwick's splendid hospitality last night.

The "Question Box" meeting for colleges with enrollment under 1,000 was called to order by Dean Garner E. Hubbell promptly at 7:00 P. M.

The following deans were present: J. R. Schultz of Allegheny College, Everett Hunt and Adolph Meier of Swarthmore College, Donald DuShane of Lawrence College, Phil W. Buck and T. H. Schulte of New Mexico State Teachers' College, J. L. Bostwick of the University of New Mexico, J. J. Thompson of St. Olaf College, R. C. Thompson of the University of Nevada, Wesley Gadd acting as Secretary, and Thomas Malone, a visitor from Colorado College.

Dean Hubbell came prepared with mimeographed lists of questions, a total of thirty-one under ten different headings. Time did not permit discussion of all these questions, and some were not discussed because those who had submitted certain of these questions were not present at the meeting.

Under the heading of Orientation, three questions had been submitted and two were discussed. The question of Dean Bostwick, "How to hook up Orientation plans with the Dean of Men's office" brought forth much discussion. New Mexico State Teachers' College has a plan of teaching how to study. Swarthmore has abandoned this approach. New Mexico State Teachers' College plans to have a follow-up program during the second semester with those whose records show they need more orientation instruction. Principia College has a period of three days orientation by the Administration at the opening of college, and during the first quarter has a period once a week of conferences between students and their advisers.

The question of Dean Hunt concerning the problem of Freshman Adjustment to College Life was concerned with interesting those who apparently do not get interested in college work during their Freshman year. The adviser system was again discussed. Dean DuShane talked

of choosing courses and at Lawrence College much of this was done by correspondence before the student came to college. Plans of advisory systems at time of registration were also discussed with no fixed opinions resulting.

Under the heading of Extra-Curricular Activities, Dean Schultz stated that at the end of the Sophomore year at Allegheny College the students were given a list of 40 questions to rate the college on activities and what they got out of them. The point system for extra-curricular activities was briefly discussed, showing a sharply divided opinion for and against, and a subtle comment that by experience of some of the deans it worked better with women students than men students. The main point in favor of the point system seemed to be that it spreads participation of more students in extra-curricular activities and takes off the load of many activities placed upon a few.

Under a third general heading of "Dean of Men in Relation to Other Agencies Touching the Student," there were five questions submitted in advance of this Convention. However, in discussing the first one "How to persuade faculty to accept personnel viewpoint in regard to student morale," the general discussion practically covered the remaining four questions, viz. "Practical steps in securing faculty-student cooperation," "When and where do the parents come into our problems?" "The faculty, help or hindrance," "Relation of Dean of Men to educational advisory program." There were several valuable individual viewpoints but it was generally agreed that not all faculty are capable of personnel viewpoint. One dean remarked that as deans we should not forget the influence that certain professors have on their students, and another dean suggested that part of the difficulty starts at the top when college presidents do not select their faculties other than academic attainment or interests solely, without their interest in college personnel problems. Dean Hunt reported that faculty luncheons among groups at Swarthmore had done much to help in discussion of individual students under consideration for honors studies. Another conclusion was that many traditional things on a campus take care of many problems.

The last topic discussed was the matter of "Student publications and the necessary degree of administrative supervision," which resulted briefly that some believed absolute freedom of the press should be given and the results are the chance a college has to take. Some thought there should be freedom given, along with maturer advice of what is and what is not good taste to be published.

Meeting adjourned.

Respectfully submitted,

Wesley Gadd, Dean of Men,

Colorado College Secretary

(Applause)

Chairman Bostwick: If you want to ask Dean Gadd some questions on this report, now is the opportune time to do that. Dean Gadd has all the answers right at the tip of his tongue. We settled a lot of weighty problems there last night, as you all did, I am sure. We had a lot of fun worrying about them anyway. Are there any questions, or is there any discussion? It was a good report.

Now, we are not what you would call over-supplied with time this morning. Roe Bartle's address comes at 10:30. We have time for these three reports, and we have a little time for discussion, if you would like to discuss. I browsed around a little bit last night among all three groups, and in many cases I found that a number of times the group that I just left was discussing the same thing that the group I came into was discussing. It shows we are all faced with the same problems, to a certain extent, regardless of the size of the institution which we may represent.

I will now call on Dean Richards of Denison University for his report.

Dean Richards: Mr. Chairman, the group representing the medium-sized colleges had a very free and informal discussion, under the chairmanship of Dean Humphreys, and no formal action of any sort was taken, so I will have to assume responsibility for the remarks I am about to make, and they may not strike responsive chords in all members who were present, but if not, please offer suggestions.

The discussion started with the organizations of Theta Nu Epsilon, which were reported to be operating on a number of campuses. They were described as seriously disrupting the effects of legitimate fraternities. In some cases they were fostered by off-campus agents such as a jewelry salesman, who profited at their expense. The question was raised whether legitimate national leadership fraternities such as O. D. K. could not find means of disbanding these pirate chapters. It was agreed that exposure of their methods and defeat of their candidates was the best way to cause their disappearance.

The discussion of personal profit from student body officers led to agreement that regular audits of all financial activities were needed. It was the consensus that control of student-faculty boards where financial responsibilities were involved offers the best solution to the problems of graft, and also of assuring conduct of student affairs in keeping with the best interests of the students and of the university.

Control of student publications presented the problem of censorship and freedom of expression. The practices varied from fairly direct faculty control of policies to student-faculty boards with students in the majority, and to purely student boards. Most members of the group believed that some form of faculty control is desirable and necessary. The educative values of cooperative procedure were conceded. It was agreed that pressure exerted where necessary on an advisory basis is not only more expedient but of greater practical value than outright administrative censorship.

The discussion turned next to the question of placement. Seven or eight of the nineteen institutions represented have centralized placement bureaus. Others endeavor to place their graduates through the various deans and heads of departments. It was pointed out that some centralization is necessary to insure placement arising from an adequate program of vocational guidance. Decentralized efforts may land jobs for graduates, but may not place the graduate in the type of work where he can be most efficient and happy.

The opinion was voiced that colleges should not turn the placement of graduates to any outside agency, although cooperation was desirable with these agencies. The group did not register a formal opinion on this question, feeling that further discussion was necessary and would be welcome.

Methods of vocational guidance were briefly discussed. The need of guidance early enough was stressed. Procedures in use at some institutions include a career conference for freshmen with experts from a number of fields; talks by graduates from 5 to 10 years standing telling of their experience since graduation; the inclusion of vocational interest blanks in the battery of tests given to entering students; display of personnel forms used by various personnel companies to acquaint students with the questions asked when they seek employment.

Mr. Snavelly's telegram requesting an expression of opinion on the question now before Congress of defense measures was discussed. The group was sympathetic toward participating in a nation-wide defense program, but believed a formal expression of opinion would be premature. Respectfully submitted. (Applause)

Chairman Bostwick: If you fellows want to cross-examine Richards a little bit on this, you are at liberty to do so. Fred Turner tells me that in his group last night, the discussion got onto the subject of T. N. E., too, and he tells me that Harper has a rather interesting story to relate in regard to that. I wonder if you would like to do that. We would like to have it.

Dean W. C. Harper (University of Nebraska): We have this organization at the University of Nebraska. As far as I know, we have had it for a long time. It did exist under a different name for a while. We called it the Zodiac Club. But for many years it has not been very active, and has not been in prominence at all.

A few years ago, the T. N. E.'s wanted to stencil their insignia on the sidewalks of the campus, and obtained permission to do so, providing they did not use paint, from the campus police under the direction of the operating superintendent. This spring the group became a little more active, and they obtained permission to do their stencilling, but they crossed up the police and used paint. They went a little further, and put their insignia on some walls of the University buildings, and on practically all of the fraternity and sorority houses, and in a few cases, inside.

Well, following that incident that occurred this spring at the University of Missouri, our newspapers became inquisitive and played up the fact that there was a T. N. E. organization at the University of Nebraska. So, because of a few other noticeable activities of that group, it was decided that something should be done about it. Dean Thompson, my boss, after conferring with the chancellor and a few members of the Board of Regents to be sure of his ground, decided that he would go after them. Since the police had the names of about ten of this group, he called those boys in and told them he wanted \$300.00 paid into his office or the office of student activities within a certain specified time to remove these signs.

At this point I might add that two or three nights after the T. N. E. had been out on their painting spree, another organization which calls itself Chi Chi Chi followed around and put their signs close to the T. N. E. signs. But the police caught them and got practically every name, and they also were asked to contribute to the fund. So this spring we collected a little over \$400.00 from those boys to remove the paint. They were also told that if they showed their heads again, the ante would be much higher, and I am pleased to report that two days before I left, the last \$1.25 was paid in, and with no difficulty other than considerable argument with the boys. We anticipated some trouble, from alumni, and received none.

In that respect, I think the newspaper publicity helped us, because those alumni in Lincoln, I feel, did not wish to show publicly their support of that organization. There probably would have been some publicity if they had done that. We are not at all sure we have done everything. I am sure Dean Thompson feels that we are not in any way through with this organization on the campus, but at least will continue to make it as tough for them as he can. I believe that covers it.

Chairman Bostwick: Thank you very much, Mr. Harper. (Applause)

I understand the T. N. E.'s main indication of activity is usually evidenced in paint. That is the way it is on our campus. We have the experience here of having the thing rather spasmodic. Once in a while you will have rather frequent outbursts of the evidence of the organization existing, and then you will have no evidence of it for three or four months, and then all of a sudden it bursts out again.

With a view to seeing what might be done in the way of getting more backing toward the possible elimination of T. N. E. on our campus from the national organizations, I wrote a letter this spring, in fact very late this spring, to representatives of the national organizations of each fraternity represented on our campus, and asked them what they would be willing to do to help us, and in every instance I received a reply from the national officer, and also the district officer of each fraternity, stating that they have regulations in their constitutions and by-laws that absolutely prohibit membership in T. N. E. if they are members of their organizations. I do not know exactly how much

you can count on backing or help from them, but I know they are apparently, from the letters which they wrote me, 100 per cent for helping where they can. They all told me that if I could get some definite proof that members of their organizations were members of T. N. E., I could submit that proof, and they would immediately expel them from the fraternity.

That is the hardest part, I have found, to get that definite proof. We have outbursts that come along in the middle of the night. They get the inspiration, and six or eight of them each take a bucket of paint at the same time, and in five minutes it is all over and they are gone, and it is very difficult to catch them.

It is a hard proposition to fight. I know it, but you will find that if you can get some proof on these birds, you can usually get all the help in the world from the national fraternity. I think you can submit the names with the proof and evidence, and if it is conclusive enough you will have a pretty good weapon to wield there.

Dean Harper: Our experience has been that these fellows are 100 per cent fraternity men. They are interested in engineering campus politics to a certain extent. I feel personally that the national fraternities could go a long way, if they would, if they were interested in doing it, in eliminating those members. That is my own personal opinion.

Dean Mallett: What happened to the fullback?

Chairman Bostwick: That happened to be the night before our home-coming game last fall, and they were putting around on the streets, "Beat somebody or other," I forgot who it was. We told them if they wanted to put that around on the streets, in lime, O. K. We would furnish a truck to haul the lime, but they should by all means confine it to the streets, and not put it all over the sidewalks, because when the people start walking through that, it does not help the interior decoration a whole lot. He apologized and assured me that he never used any other kind of paint. I never believed that either, but I still lacked definite proof. Does anybody else want to make any comments or ask any questions?

Dean Mallett: Did the fullback get in the game?

Chairman Bostwick: The coach found out about it, and he was supposed to be in bed before that, so the coach made him sit on the bench for the next two games, and it did not hurt the team a whole lot either.

Dean McCreery: Is the implication if you could run him down he would not be much good to the game anyway? (Laughter)

Chairman Bostwick: You would be surprised, for a man of my age, how fast I can run.

Now, as I said before, we cannot spend too much time. We have one more report to hear this morning. Dean John Lawson of Denver University will report for the schools of greater size.

Dean John E. Lawson, Jr.: Mr. Chairman, Gentlemen: The sec-

tion meeting of the larger schools was called to order by Dean McElroy, with 19 Deans present. They were as follows: Olmsted of Michigan; Postle, Bishop and Johnson of Cincinnati; Dubach of Oregon; Helser of Iowa State; Newman of Alabama; Moore and Nowotny of Texas; Turner and Hampton of Illinois; Harper of Nebraska; Mallott of Iowa; Cole of Louisiana State; Findlay of Oklahoma; Bostwick of New Mexico; McElroy and Stromberg of Oklahoma A. & M. and Lawson of Denver.

Dean McElroy had, prior to the meeting, secured some seven different topics or questions from various deans to be discussed. However, we were able to get over only three or four of those—four, as a matter of fact. We also had, as you know, the three questions which Chairman Findlay asked all the sections. One of those happened to have been also one of the questions on Dean McElroy's list. Additional questions came up, so that all together we discussed briefly seven different topics or questions.

The first had to do with coordination of personnel services, and I was interested in noting that all of the deans present agreed that direct and mechanical coordination is a very difficult thing to accomplish. There are so many interests that oppose such coordination that in many cases it is a slow procedure, if indeed it is possible at all.

Dean McElroy and one or two others reported some little success with the idea of the creation of what you might call an over-writing committee, composed of members of the various other committees in the university or college having to do with personnel work—a coordinating committee, if you wish. That seems quite successful in some instances, but not I believe wholly so. I was also interested in a rather ghoulish remark by one of the deans to the effect that the death of two or three obstructionists on his faculty added greatly in the coordination of personnel services. I do not think that is a recommendation to the group, but at least there is a point to it.

I can see something in it myself. It was the consensus of this group that in all probability coordination can be had more rapidly by an indirect method such as, for example, personal relationships between the Dean of Men who desires to coordinate, and those whom he desires to coordinate. Dean Turner quoted the experience and remarkable success of Dean Goodnight in that respect. Also, it seems that if the Dean of Men has membership on a good many of the committees having to do with personnel service, he can by means of that overlapping membership, indirectly coordinate. That seems to be a rather natural and logical way to do it.

Again, Dean Turner reported some little success with infiltration of dean of men, trained men—that is, his ex-assistants—into key positions elsewhere in the university. I suppose you would call that sort of a fifth column movement, wouldn't you? He did not label it that way. There is some little point to that idea.

Then, finally, the consensus was on this question that the utilizing of professional departments for the giving of advice and guidance in their respective field is obviously far superior to the attempt by the Dean of Men to give guidance advice, for example, in fields in which he is not altogether familiar. In connection with this question of coordination of personnel services, the topic of student participation in membership on committees having to do with personnel work was raised.

I personally was very much interested in the unanimous agreement, I should say, on three points. First, that where students and faculty sit on the same committee, they very rarely divide on student-faculty lines. There are usually some students and some faculty on each side of the question. Again, in the second place, that where these committees have to do with disciplinary matters, the students are almost always more severe than the faculty members. I am sure all of us have noticed that, and it is a matter worth noting. Finally, we were agreed upon this point: that one difficulty with the student membership or personnel committees is that the students usually like to have a great deal of authority, but they steer shy of responsibility and that of course is something that cannot be done successfully, because the two go together.

A second question which we discussed had to do with disciplinary machinery, and there was some little talk of the Michigan scheme where it appears each of the colleges or schools in the University has its own disciplinary committee, and there is also a university committee. The school or college committee handles disciplinary cases arising in that school or college, whereas the university committee apparently handles what we would call, I presume, inter-mural disciplinary cases; that is, involving students of the various schools.

The question was raised whether or not that introduces lack of uniformity, and it was agreed that a lack of uniformity was introduced by that system. It was further apparently thought, although no action was taken on this point, that uniformity might not necessarily be essential, although perhaps it would be desirable, and Dean Turner again reported that he had discovered recently that in the 12 component parts of the University of Illinois, or 12 of them, there were 16 different ways whereby a student could get himself on probation. That does not seem to be a matter of uniformity at all. Dean Turner did not state whether or not any one of his students got on probation in all 16 of those ways, but I think if we could ask him that, after this, it would be an interesting thing. The boy would be a genius, I should say, if he did that.

The third question had to do with cooperative housing, and hurrying on, it was here found that where cooperative housing is used to any extent, the dean of men and the dean of women, respectively, supervise and to a considerable extent control the systems for men and women. They require monthly reports and occasional audits. They invariably approve house mothers or hostesses, and in a few instances, with the dean of men and dean of women acting for the university, regulate

subsidizing of these ventures, although in other instances, and perhaps in more of them, there is no university subsidizing,

We then branched off into a discussion of the extent to which an institution should collect or assist in the collection of bills owed by its students, and we found a great difference of opinion here, considerable diversity of practice, going all the way from no collection by the institution, through collection by the institution of fraternity accounts, or of boarding house accounts, to the other extreme, where in one instance the school was reported as standing ready to collect any valid account against the students before that student would be given his degree. That, as I say, caused a good bit of discussion, and there was not anything like a unanimous opinion on it. There was a great difference of opinion. We therefore recommend no conclusion.

We then started to embark on the question whether or not the institution should likewise insist upon the collection of accounts owed by faculty members (laughter), and after talking that over for approximately ten seconds, we dropped it without any decision on the matter (Laughter)

Our fourth question had to do with administrative policies for dormitories. Stromberg of Oklahoma A. & M. explained the set-up there, where it appears that the institution controls the dormitories to the extent that the campus dietitian regulates the matter of food problems. Academic counsellors are appointed by or with the consent of at least the Dean of Men; house mothers or hostesses likewise; and by the way, these house mothers and hostesses in turn appoint proctors. They handle the disciplinary problems, and that student government is relied upon very extensively to keep order, that being the chief and most valuable method of keeping order. We likewise discussed briefly the system of Purdue, but since there was no representative from Purdue, we did not make a report on the subject.

We come now to our fifth point, our T. N. E., Kappa Beta Phi, and what have you? I noticed that most of the schools represented said that they hoped they did not have T. N. E., and so on, on the campus, but I did not observe that any dean said he did not have that on the campus. There was a rather natural reluctance to go out on the limb on that subject. Mr. Harper reported to us on the case in Nebraska. You heard that. I will not repeat it. We all thought it was extremely interesting and enlightening. Our track man here, Mr. Bostwick, did not give us his story. He was saving that for this morning, and you have just heard about his amazing speed. By the way, it was a little cooler then than it is now, wasn't it?

Dean Moore: You strolled over to the campus in a car, didn't you, from your house? (Laughter)

Dean Lawson: I think the Dean led with his chin, if you ask me. In so far as any agreement on the subject was concerned, as I saw it last night, we probably could have agreed, although we did not take a

formal vote, on these points: In the first place, that the chief difficulty arises from the inspiration of alumni and these racketeers who have pins to sell. By the way, Turner, said he had a whole drawer full of Kappa Beta Phi pins, but he did not say whether he was selling them or not.

Secretary Turner: I said I would give them away.

Dean Lawson: I beg your pardon. Business isn't very good at this time in the field. He got them by capturing them, he said. This story appears differently than I apparently got it last night. Dean Turner feels that the agitation on his campus, the feeling of his campus against spending money which will be sent to national organizations would operate strongly against T. N. E. and the like.

Also, we agreed pretty early that the less said publicly about this on our campuses, the better, and we should try to handle this as quietly as possible ;and that if we can get the assistance of the national organizations, as Dean Bostwick has discussed, that, too, would help us. I was impressed by the fact, though, that here is something that all of us probably have, and none of us know the definite answer to.

Our sixth question had to do with the cooperation asked or requested by the office of education as to the study of placement, and without any discussion, the group unanimously adopted a resolution that it might go on record as being both willing and anxious to cooperate with the office of education in such a study. There was no question, no diversity of opinion at all, on that point. As I say, it was unanimously adopted.

Finally, the question of military training. Dean Findlay read a telegram which he had received from Mr. Snavely, asking four questions. First, what was thought of the idea of compulsory military training on the European basis or system for all men between the ages of 21 and 25. Second, what would we think of a non- military training of men between 18 and 21, compulsory, of course. Third, what of deferring military training for men being trained in certain professional fields which might have a military implication; medicine, for example. Fourth, what of the deferrment of military training for certain men in other educational fields.

We discussed this matter for approximately ten minutes. We could not arrive at a decision on it. We therefore asked that a committee be appointed to draw up a set of alternative proposals to submit for your consideration this morning. That committee consisted in the first instance of Mr. Cole and Mr. Postle, both appointed by Dean McElroy. Neither of them would serve as chairman. We then debated the matter for some little time, and decided that these two gentlemen would be asked to pick the third member of the committee, and appoint him chairman. (Laughter) They picked Dean McElroy and appointed him Chairman. (Laughter)

Therefore, Mr. Chairman, with your permission, I should like to close my report of this section by asking that Dean McElroy, as Chair-

man of this special committee, be allowed to submit the report of the committee. (Applause)

Chairman Bostwick: I will call on Dean McElroy for his report on this committee.

Dean McElroy: President Findlay, Chairman Bostwick, Gentlemen: Your committee met this morning, and after some breakfast and much discussion, beg to give this report to the Convention: The report of the committee on military service:

"In view of the general world conditions which have prompted the sending of telegrams to college presidents with regard to opinion on certain phases of the question of compulsory military training, the N. A. D. A. M. declares itself whole-heartedly in favor of an adequate system of national defense.

"Since data on individual differences show that each man can make his optimum contribution only when placed in the position for which he is peculiarly adapted by aptitudes and training, this Association favors that system of military training which recognizes these variations in human ability and recommends that the National Defense Council recognize training in certain fields of higher education, notably engineering, medicine, agriculture, science, research, social sciences, and so forth, as a fundamental part of his period of service.

"The committee recommends this resolution be adopted by the Association and that copies be sent immediately to the presidents of the institutions represented here, and to the National Defense Council."

That is our report.

Dean Cole: I second the recommendation.

Chairman Bostwick: You have heard the motion and the second. Is there any discussion?

Dean Wunderlich: To whom shall this apply?

Dean McElroy: I do not know that we tried to determine to whom that should apply—of course to all those who are of military age. Perhaps 21 to 45, if that is the way that the draft would be, or the compulsory military training should be.

Dean McCreery: Is that non-college as well as college people?

Dean McElroy: That they recognize their specific fields of endeavor. That was the idea—that we could do more in defense of our country if they would recognize the abilities and aptitudes of individuals so trained and so brought into military life.

Dean Schultz: I would just like to ask a question. Do I understand that this resolution is a recommendation in favor of universal compulsory military training, or is it a recommendation that when and if such a system is adopted, that this would apply?

Dean McElroy: This would apply if it went into effect.

Dean Schultz: It is not primarily a recommendation for compulsory military training.

Dean Hubbell: May we have that read again, slowly? I think that would clarify some points.

....Dean McElroy re-read the report....

Dean Zumbrunnen: I would like to suggest an amendment, that we favor such a program if and when the federal government establishes it. We are not here saying that we are favoring the government's inaugurating that. I would like to suggest a second amendment, that we substitute the word "preparedness" for the word "military," so that it reads that we are in favor of national preparedness training. Maybe I am all wrong. I am possibly talking about something now for which I do not know the proper terminology. But it seems to me there is a great difference between military training and this preparedness training. I am all for preparedness training, and I am for military training in a limited area, but it seems to me that this is a very much larger program that we are talking about than specifically military training. So I would like to suggest amendments at those two points which I have mentioned.

Chairman Bostwick: You have heard the suggested amendments.

Dean Cole: I do not believe that the dean from S. M. U. has gotten this first paragraph. That answers it by the first paragraph: "In view of the general world conditions which have prompted the sending of telegrams to college presidents with regard to opinions on certain phases of the question of compulsory military training, the N. A. D. A. M. declares itself whole-heartedly in favor of an adequate system of national defense." That is not necessarily military training.

Dean McCreery: Military training is mentioned later on. Read that part.

Dean Cole: "Since data on individual differences show that each man can make his optimum contribution only when placed in the position for which he is peculiarly adapted by aptitudes and training, this Association favors that system of military training which recognizes these variations in human ability and recommends that the National Defense Council recognize training in certain fields of higher education, notably engineering, medicine, agriculture, science, research, social sciences, and so forth, as a fundamental part of his period of service."

Dean McCreery: Just leave "military" out. Wouldn't that be just as well?

Dean Schultz: I move to strike out the word "military." I think that would comply with all suggestions.

Chairman Bostwick: I think it would.

Dean Dubach: I second the motion to strike out the word "military."

Chairman Bostwick: All in favor of the amendment, signify by saying, "aye"; opposed "no." The motion is carried.

President Findlay: May I raise a point of information? It seems to me that the last part of paragraph 2 puts the liberal arts colleges on the spot. I wonder therefore if the significance of the whole paragraph would be lost at all if these words were to be struck out: "certain fields of." Strike that out. And also, "notably engineering, medicine, agriculture, science, research, social sciences, and so forth," so that the sentence might read: "...that the National Defense Council recognize training in higher education as a fundamental part of his period of service," so that the point that is raised in the fore part of the paragraph indicating that young men of college age would be classified as to their individual differences would apply in a general method to all, instead of the particular things mentioned.

Dean Bradfield: I second the motion.

Chairman Bostwick: The amendment is to strike out the words "certain fields of" and "notably engineering, medicine, agriculture, science, research, social sciences, and so forth," so it would then read, "...that the National Defense Council recognize training in higher education as a fundamental part of his period of service."

You have heard the motion and the second. Is there any discussion on that? If not, all in favor of that amendment, signify by saying, "aye"; opposed, "no." The "ayes" have it.

I do not know what the facilities are for mimeographing here, but it would be helpful to me and others if, during the morning this would be mimeographed, so we could read what we are sending in. I may have to see my president when I get back on the campus. I would like to know what I have sent in.

Secretary Turner: I think it would be well to postpone further action on this, the adoption of the final report, until we have all had time to think about it a little bit. This is too important a matter to pass hastily, and I think we would do well to table the matter until this afternoon, or until we can get at it on the program again. I move we table it. It is understood that the mimeographing will be done.

Chairman Bostwick: All in favor of tabling this motion until sometime this afternoon, please signify by saying, "aye;" opposed, "no." The motion is carried. It has been postponed until this afternoon.

Now, we are a couple of minutes behind our schedule. We want to give the next speaker his full allotment of time. He has come a long way to give us something which I am sure is going to be highly worth while, and I am going to ask "Shorty" Nowotny, Assistant Dean of Students at the University of Texas, to introduce the speaker. (Applause)

Dean Nowotny: This man that I am asked to introduce this morn-

ing, we had to speak at the University of Texas on one occasion, and as we were leaving the auditorium he and I were walking out together, and the people in front of us were talking—some faculty man and his wife. The lady said, "That man had something under his hat besides hair." This professor said, "My dear lady, that is the most delicate compliment to dandruff I ever heard." (Laughter)

About four or five years ago a young man came to my office one afternoon and said, "We have the national president of one of these honorary fraternities in town, and we would like for you to come out and meet him tonight at our meeting." I groaned because it was one of those cold, wet fall nights about the last of November, and I had made certain plans for the evening. But I said, "All right. I never heard of the organization." He said, "It is Alpha Phi Omega." I had not paid much attention to the fraternity.

I went to this meeting, and in walked a man who weighed somewhat more than I weigh, to say the least, and he sat down and said, "All right boys; drag chairs around the table here and let's have a bull session." I intended to stay about 15 minutes. I left there at 11:30. I listened to this bird sit down and talk to young college men about serving their community and their campus and themselves, and I just forgot all about my watch.

This morning, I think some of you will forget about your watches, and not be like a certain man who said, "I don't mind your looking at your watch but don't shake it to see if the thing has stopped." I have learned to know this man pretty well. He is human, whether he looks like it or not. He has faults like you and I. When I first saw Dean Dubach thirteen years ago at our meeting in Boulder, and some of these other men, I was a youngster taken in, and they made me feel that even though I was small fry, I was welcome in this great body. That night we listened, at a joint meeting with the Interfraternity Council, to one of the most noble souls I ever heard, and that man was Francis Shepardson, talking to us about fraternities. I never forgot that address.

I do not want to be sacrilegious this morning, and I admit I am prejudiced, but to me this man we have here this morning, as he is endeavoring to serve young men in America, ranks with Francis Shepardson. I think that is a high compliment. In introducing him, I am introducing a man who is a member of one or two boards of directors or regents of certain colleges. He is a tax payer and the father of a young lady of college age. He is an alumnus of a distinguished institution. I think he knows something about deans of men. Most of you have talked to him in your offices. I think he has ideas of what he thinks a dean of men should be. He uses pretty strong language sometimes, telling me about some of these deans of men when he thinks they do not hew to the line.

I have talked to you long enough. In closing, I would like to say this about him, as a measure of his service: Dean Joseph A. Park has

made surveys for our Association about racketeering in national honorary fraternities. It so happens I have seen the books of the national organization he represents, and even though he has traveled from Florida to California, from Washington to Maine, those books do not show one penny turned in by him as an expense item, and not a penny of salary for Roe Bartle. That is the way he wants it done.

The people of Kansas City recognize the bigness of this man physically, spiritually, and mentally. At the end of every decade they award a distinguished service plaque to their outstanding citizen. For the decade just closed, they had a committee made up of Protestant ministers, Catholic men, Jewish men, and chamber of commerce officials, and what not. They recently awarded this plaque to our speaker this morning.

I want to apologize for taking so much of your time, but I am honored and privileged to present to you this morning. The Chief. (Applause)

Mr. H. Roe Bartle: Chairman Bostwick, my good Friend Dean Nowotny, and I address you Men who are Deans of Men as Supreme Centers of Opportunity; That was a marvelous introduction, "Shorty." I would like to take you everywhere I go, to introduce me. It was a "honey." It was just a peach. I must confess as I sat back there I felt humble and insignificant. As a matter of fact, it reminds me of the time when I came up to Des Moines to talk to that great state-wide meeting of Rotary Clubs, and the Secretary of the Rotary Club of Des Moines, Iowa got out an attractive announcement and mustered all the favorable adjectives in his vocabulary in describing your humble speaker of this moment.

He sent me this announcement before the meeting, and as I looked at it, I thought, "Can this really be Roe Bartle who is being presented and described?" Then I thought in terms of a little white-headed lady who lives in Boyle County, Kentucky, the good woman who brought Mrs. Bartle into the world and gave her life and being. For more than 25 years I have been trying to make the right kind of impression on Mrs. Bartle's mother. I have not traveled very far, and I thought this was a golden opportunity to impress her with the bigness and greatness of her son-in-law. So I wrote across the face of the announcement, "I want you to read this announcement, because as a matter of fact it describes quite adequately the man who some years ago married your daughter."

In about four days a letter came to my desk marked "Personal and confidential." I recognized the handwriting and tore the envelope open to see what the girl had to say. There was the same announcement I had mailed to her, and right under the lines she had sent this message back to me: "Dear Son: I have read with interest the description of the young man contained in the pamphlet. It must be wonderful. My, my; how you have changed since you married my daughter. Mother." (Laughter)

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I hope that I can improve with the passing of the years, but do you know that was all I could think about while you were standing up here introducing me a moment ago? Some of you have been in that great river harbor in New York, and you have seen those great ocean liners as they would steam up the river, and then suddenly they would stop and a little tug would go out and hook onto that great big vessel and pull it on in and dock it. It does not make any difference how much power is found in the Normandie or the Queen Mary or the Queen Elizabeth—they are helpless when they get into the harbor until they have a little tug to bring them in and dock them. I appreciate the marvelous way you have brought this 340 pounds here before this body. (Laughter)

"Shorty" made mention of the fact that I had a daughter, and I am very proud of my flesh and blood. Unfortunately, I have no boys. I will say that within a period of ten days there will be a boy in my home, for this morning I received a long distance telephone call stating that Mrs. Bartle and I were to become papa and mama again, in view of the fact that a little boy 5 and a little boy 8 were leaving England this morning and heading for the United States, and will make their home with us until such time as they may be returned to their rightful parents. (Applause)

I have never had any boys of my own, but I have been vitally interested in boys for a period of years. When I came home from college in 1912, I became a scout master of a boy scout troop, and from that day up to this very moment, I have been interested in the boy scout movement, and have been privileged to be the president of the Boys' Club in Kansas City and other activities of like type and character. Never having been blessed with a boy of my own, I felt that I should give of my time and energy and talent to the boy life of my community.

Way back in 1913 I had my first boy scout camp, and from that time up to this very moment, with the exception of three years that I was wearing the uniform of my government in the service, I have camped for a period of two weeks to two months with a group of boy scouts. I have a little cabin which I built down on the banks of the Osage River in Missouri, and there every summer I camp with approximately 3,500 or 4,000 boys. Through the years I reckon I have camped with tens of thousands of boys, and when I arrive on the reservation, I think I will play the role of the dean of men. I handle all the disciplinary problems, and I thrill in the privilege which is mine.

Now through all those years, I have only found three boys that were so mean and so "ornery" and so contemptible that they had to be sent home. I put them in my car and personally escorted them to their homes and turned them over to their fathers and mothers—just three boys. That is all.

But just for a moment I want to tell you about my daughter, if I may. I am sort of crazy about her. My daughter is in her senior

year in prep at this particular moment. Yes, next year about this time I am going to be looking for an institution of higher learning where she may go to prepare and equip herself for life. Well, we had a little agreement in our family circle, in our family household, as to when the young lady should start on her social calendar, and it was a year ago this past Christmas that she went to her first formal party. I will not forget it, because I had to buy "glad rags" and high-heeled shoes and all that goes with it.

I could not be at home in the early portion of that particular evening, and after I had finished my evening engagements downtown about 8:30, I went down to my little shack on Mortgage Heights where I live. I ought to know it is Mortgage Heights. I bought that house in 1928. As I crossed the threshold, my daughter came down the steps, and to me she was gorgeous. I looked at her and said, "Honey, come on down here. You are the most wonderful thing I ever saw." I placed a kiss upon her lips. I said, "I am so proud of you, I don't know what to do. It is a great night, isn't it?"

Quite nervously, she said, "Daddy, this is my first date. It's wonderful." I said, "Sweetheart, any boy who takes you to a party is the luckiest boy in Kansas City, Missouri. I will tell him that." I said, "Who is going to take you to the party." She said, "Don't worry about me. You want to worry about everything all the time. Mother and I have talked it all over. You just quit worrying." And she put a kiss on my cheek and smiled graciously.

I looked at her and said, "I think you are trying to sell me a bill of goods. Who is going to take you to the party?" And gentlemen, she named one of the three boys I brought home from the boy scout camp. (Laughter)

The funny part about it is that the devil is still hanging around the house. I confess that right there and then I decided that I would give more liberally of my time, energy, and talent to the boy life of my community, because I do not want my million-dollar daughter marrying any ten-cent punk boy.

Gentlemen, yours is a great responsibility. I was told when I was invited to come here as your guest for this particular occasion that I was coming into a den of lions and a pack of wolves; that I might be torn limb from limb, and that anything that I might say might be an incentive. I put on a seersucker suit this morning, realizing that it might be hot in here in a few minutes, and I am ready to stand the gaff. You cannot embarrass any man who has served for eight years as a prosecuting attorney, and his hide is pretty thick. I do not mind telling you that this morning I am not here to try to sell you anything. All I would like to do is this, and I would feel that the time and the energy that I invested in this trip would have been very much worth while if I can stimulate your mental processes along lines which will cause you to become a more effective leader of men.

Now, I am frank to tell you that I have enjoyed the hours that I have spent with you. I like your keen sense of humor. I like the seriousness with which you approach your task. Above all there is one thing that I have sensed here this morning that I like, President Findlay. These men are taking their jobs seriously, but they are not taking themselves very seriously. You know, I have met men who were deans of men who took themselves so seriously that they could not see the job that had been cut out for them to do in their particular institution.

I have heard men called all kinds of things who were deans of men. In the last 30 days, after I knew I was coming here, I jotted down some statements that came from the lips of so-called intelligent college students. I heard one boy refer to the dean of men as, "That old woman." That spells a lot to me. I heard another boy refer to the dean of men as "The big shot." I heard another boy refer to the dean of men as "The Hitler of our campus." I heard another boy say, "He is a keen guy." I heard another boy say, "He is a swell egg." And, Dean Bostwick, I will tell you that last night I had dinner in a home here in Albuquerque, and a young man age 20 who attends your University said, "You are here for this Deans' meeting. Do you know Dean Bostwick?" I said, "I had the pleasure of meeting him." He said, "Gee, for my money he can be president of anything. He is the swellest guy in this state, as far as I am concerned." (Applause)

I will tell you that a boy age 20, you just take what he has to offer 100 per cent, net, no discount. He will express himself freely and adequately, and as far as I am concerned, the statement from that 20-year-old boy yesterday meant more to me than the fine tribute that was personally paid to you by Clint Anderson in a personal conference at our table yesterday. I would rather have the appraisal of that young man than to hear some of these appraisals that come from tried and tested proved leaders in the field of finance and business.

I should like to brand the dean of men this morning as a human engineer. You are dealing with a human equation, and if college men on the morrow are going to be God-loving and God-serving and participating citizens, it is going to be very largely because you men have geared up a program of extra-curricular activities which will have rounded out the individual college student.

Now, there are some things that I am sort of silly about, Gentlemen, and I admit I am silly about them, and I would like to be branded as one who would be silly about them. I recall coming home from my war experience, and I was interested in the League of Nations. I suppose some of you know that there was such a thing projected some years ago. It is pretty much of a forgotten thing today.

I went out to a little rural schoolhouse to talk about the League of Nations and Article 10. As I was pouring it on the boys to the best of my ability, there came into that schoolhouse auditorium a man under

the influence of spiritus fermenti, and he was well organized, Gentlemen. As I started in, he started heckling. Hecklers used to worry me, but I have talked to my comrades of the American Legion on the second day of the Convention so hecklers do not worry me any more.

He said, "Sit down; you are silly." After I took it as long as I could, I paused for a moment and said, "Sir, you are not contributing anything worth while to this meeting. I would appreciate it if you would leave, and I believe you would have the thanks of this assembled multitude." He said, "Sit down; you are silly."

I said, "Listen, you're drunk, and I don't like it." He responded, "I know I'm drunk; I know I'm drunk. But you're silly. Tomorrow morning I'm going to be sober, but you're still going to be silly." (Laughter)

I would like to be silly about some things particularly as they relate themselves to the oncoming generation. We have made a mess of things pretty much here in America. We find ourselves in a peculiar plight today, and we know full well that the world is filled with chaos and turmoil and strife on every hand. But when I think of the dean of men here this morning, in the particular subject which was assigned to me—and I bring the evidence so that I may have full right, if you please, Dean Turner. It says, "We want you to talk to the subject, 'It's My Privilege'," and they want me to talk to you men this morning as a tax payer and as a father and as one who may be interested in the field of higher education, who is not a part of the organized field of education—when I look at the deans of men I am reminded of the great lines that came from the mighty pen of Henry Van Dyke, and I believe that this is the philosophy that is used by most deans of men:

"Put me in touch with the heart of a boy,
Let me study his doubts and fears;
Let me show him the way of life,
And help him avoid its tears.

"For the heart of a boy in its buoyancy
Is one that is pure and is free;
So put me in touch with the heart of a boy,
The heart of a man to be."

Gentlemen, it is your responsibility to make men, to build men, to give them a clear insight into their opportunities, and as I view this particular conference here this morning, I realize that this is an inventory time for you, as an individual dean of men. There is no successful business operation today which would annually fail to take an inventory, that they might know the assets and the liabilities. I believe that a dean of men annually ought to take inventory. He ought to be honest with himself. He ought to appraise his true worth and value. He ought to put over here on one side his misgivings and his shortcomings—and I do not suppose there is a single dean of men, who

is honest, who will not admit that he does possess some shortcomings. On the other side, I know that he is going to put those things which in his heart he feels he can do effectively and well.

I would like to give you five things here this morning, very briefly, that I would like for you to keep in mind, that I as a humble and insignificant tax payer, as one who has been privileged to be on the boards of curators or trustees of some denominational institutions, believe to be the kind of a product which I want turned out.

In the first place, I want a gentleman, and I want him to have self-discipline. This morning I heard you discuss here for a few moments the matter of compulsory military training. I was never known to pull my punches, but I am going to tell you that just as surely as I am standing here and you are sitting there, we are going to have compulsory military training, and it is going to be in colleges and universities before the end of the present school year, meaning next June. It is coming.

We need courtesy in America, and if there is any one thing that seems to stand out, to me, as being a challenger to men, it is the utter lack of courtesy on the part of boys who are in college, and the product which we find turned out from our higher institutions of learning. Courtesy is the cheapest thing in the world. It will carry a man far. Courtesy is the outward expression of the inner gentleman, and you men know today that we are still suffering from the aftermath of the World War, when everybody seemed to feel, "Well, we will take off the gloves. We will say what we please and do as we please, without regard for the good ladies or for gentlemen." I am frank to tell you that I believe that we need a dominant note of courtesy on college campuses today. I know that it is utterly lacking in some institutions of learning, and I do not believe that we can expect a man, when he reaches his majority and goes out into the community as a citizen, to be courteous to his fellow man unless he has that bred into him very definitely during his college life.

I want him to have self-discipline, and if military training will do nothing more for us, it will cause lads to become disciplined.

I want him to have some of the social graces, and I realize that the fraternity system in which we find ourselves today—and I refer primarily now to the social fraternities—that the social fraternities are doomed for the rocks unless the deans of men will give positive leadership to the whole program as it relates itself to the social fraternities, and unless the national leadership of social fraternities is willing to aid and assist and cooperate in a well-devised and carefully worked out scheme.

I am convinced that on some college campuses, Gentlemen, the Barb is the forgotten man. I am convinced that the boy who lives in a social fraternity house acquires some social graces and some opportunities for personality development, whereas the Barb who may live in a

rooming house or a dormitory oftentimes is forgotten. I believe that the man who does not have the money to pledge a social fraternity, or who is not inclined to the fraternity system, is entitled to just as much thought and just as much consideration as the boy who may have the money, or is inclined to become a Greek.

I believe that the dean of men holds in the palm of his hand the program as it affects all the boy life of our institutions of higher learning. I believe that he ought to reckon with the Barb in even a greater measure than he does with the Greek in so far as the social program of the boy is concerned. Therefore—I can go on at length—I believe that it is the responsibility of the dean of men to give to me as a citizen in my community, men who are truly gentlemen, who are courteous, who are self-disciplined, who have a clear understanding of their social responsibilities.

In the second place, I want an industrious individual. I would like for work to become in America an honorable institution. I am not unmindful that the governmental agencies have made it possible for many boys to have the opportunities for education, and they would not have had them had there not been these governmental agencies set up. I am not going to discount for one moment the WPA, because I believe we would have had a social revolution in America had not some plan been devised to put food in hungry stomachs and clothes on naked backs.

But it seems to me that in America today the boy life, particularly those in colleges and universities, are saying, "We want the easy path." Only 10 or 12 days ago, as I was sitting upon the juvenile bench in Kansas City in came a 17-year-old boy, and he had a fine-looking face. He must have been a chap six feet tall, weighing 170 pounds, and I said, "Son, what do you want to develop into? What do you want to become in life?" He said, "I want to go on WPA." I said, "Why do you want to go on WPA?" He said, "The old man is on WPA, and he's getting along all right. I'll just take the dough."

Now, he was not a college student, of course he wasn't, but the thing that I am trying to convey to you is this: The thinking minority in America will control the thoughts and the political structure of our nation. If we are going to make boys leeches and chaps who are afraid to toil from early morning to late at night, we are going to fail in the building of our nation.

I recall this great country in which we find ourselves at this moment, and all the territory that I traveled from Kansas City, Missouri to this spot. What made this great country? Men were unafraid to become pioneers. They toiled from early morning to late at night. They built homes. Mothers realized that it was a fine, a noble thing to build a family. God was a part of their thinking. Yes, but today it is, "How little work can I do in order to exist and get along?"

The year that I was privileged to serve as Chairman of the Boys'

Work Committee of Rotary International, I was greatly disturbed about the vocational aspects of Rotary. I went into Platt, Missouri, which is a rural county, and with the aid of intelligent individuals, I took a survey, starting with boys in the fourth grade on through the senior year in high school. We wanted to know what the thinking of the boy life of that rural section was with regard to their vocations in their own world. Do you know that in that county there was not a single boy who wanted to become a carpenter? In that whole county not a single boy wanted to become a carpenter.

So I went out into three high schools in that county and I talked to the senior boys, and I asked them where they wanted to go, and whether they wanted to become carpenters. The principal answer was that it was not honorable; that you could not be respected and be a carpenter.

Well, do you know, I lived next door to a carpenter as a boy, and my daddy was a Presbyterian preacher. I played with the carpenter's sons. It did not hurt me a bit. They did not teach me anything that I should not have known. I will not tell you what the preacher's son taught to the carpenter's sons. That would not be fair. But it was honorable for that man to toil from early morning to late at night as a carpenter, to use his hands and the brain that God gave him, and he was a very much respected citizen in that little southern community.

We recently made a survey, and asked a group of high school seniors, "What is your future, and what do you hope to attain vocationally?" With 2,088 boys interviewed, we found that 1,061 wanted to become engineers, and 721 of them wanted to become aeronautical engineers. I admit we need aeronautical engineers, but who are going to be the mechanics? After these airplanes are designed and built and constructed, who is going to service the airplane?

What am I leading up to? Simply this: I believe sincerely, Gentlemen, that if this war crisis had not come, that within a period of 2 to 5 years, there would have been a definite revolution in the business and the financial and commercial world, directed at institutions of higher learning. I am alluding to simply this: that boys today, if they want to go on to college, they can, and when they get back home, what are they prepared for? They will tell you, "I can do anything," and the unfortunate part about it is there isn't much of anything that they can do.

They have been trained scholastically. They know something about the arts and sciences, but how can they make a living? I think too many of our boys today are coming back from college feeling that they want white-collar jobs, and \$200, \$300 jobs, when I reckon there are not more than five or ten per cent of the boys who will be able to attain that particular status or standing in life.

Recently a boy came into my office and he sold me a bill of goods. I was gullible. He sold me. He said, "I have to have a job. I have

been out of school since last June, and boys are going to be coming out of college now from this year's class, and I still have not got a job, and I must have a job. I have my Bachelor's degree. I am prepared to go out and do anything, if they will only give me a chance." I called the general manager of the Cudahy Corporation in Kansas City. I said, "He has a keen family background; he is a good boy." He said, "Roe, I'll start the boy. I have not got a place for him, but I will start him in the office doing something. All I can pay is \$60.00 a month to start with, and I do not know exactly where he is going to end, but if he has the stuff, we will see that he comes right along."

I called the boy. I was really thrilled and I called him in and said, "I have a job for you, Son, and it's a honey. I have a job for you with the Cudahy Corporation. That is a big corporate body in America, and if you apply yourself and do the job, you will get someplace with that outfit." The first question he asked was, "How much does it pay?" I said, "\$60.00 a month to start with. I do not know what you are going to do, but it is going to be a job created for you at \$60.00 a month. If you make good, that is only a start." He turned to me and said, "Well, I'm sorry. As a college graduate if I am not worth more than that, I won't work for the Cudahy Corporation." I said, "Son, I no longer represent you."

Somewhere in his college life he got the idea that he should be a white-collared, \$300.00 a month executive the very day that he left the institution. That is all that mattered.

I believe that someplace down the line in our campus activity and campus work, that we have to counsel and guide and direct youth so that they will be vocationally equipped to do a job and to make a living. After all is said and done, you cannot take anything with you when you die. It doesn't make any difference how much money you make in this old world, if you can raise your family and rear them and keep a roof over your head and food in your stomach. What more is there in life, after all is said and done?

I realize in many of your institutions you have vocational counselors, and you have this vocational set-up so you can catalogue a boy and get him into the proper groove and see that he is adequately trained. But there is one man who should be the primary counsellor of boys on college and university campuses, and that is the dean of men. He will only see this vocational counsellor once or twice or maybe three times in all of his college days, and he is not the man in all probability who will inspire confidence. Therefore, I believe the dean of men has a responsibility in gearing boys up to the point where they will be industrious individuals when they leave their institutions.

The third thing—and this is purely a trait of character—I would like for the products of our American colleges and universities to be unselfish chaps. The old world is filled with envy and greed and selfishness on every hand. That is the real trouble in this old world today.

It is just the selfishness of mankind, and we in America are so prone to use this particular phraseology: "Live, and let live." That is not enough today on the part of college-bred men, men who have keen social and cultural and educational backgrounds. We are going to have to live, and help live.

I want the boy life, when they become men, in leaving our institutions, to become participating citizens. I want them to project their personalities, their thinking, and their doing into every organization and institution of worth and value in their home towns. I want them to realize that the fullness of life comes to those who are willing to give to others liberally and willingly. I have seen upon college campuses too much selfishness, and I believe that youth oftentimes sense the selfishness of faculty men.

The selfishness of mankind today is one of the real problems, and if it is going to be whipped, it is going to have to be whipped by men on college campuses who will imbue youth with the spirit of unselfish service to God and to fellow man. I am not a theologian. I do not pose as one. I teach a big Bible class every Sunday morning, and I am proud of my affiliation. You recall, it says, "Thou shalt love Thy God with all thy heart and all thy might." When the heckler asked the Nazarene, he replied in that fashion. He said, "But the second Commandment is like the first—'Thou shalt love thy neighbor as thyself'." That seems to me the real test today—to be able to love your neighbor, the fellow who lives around the corner or down the alley, the fellow who lives on shanty row.

Now, if we can give to youth that spirit of unselfishness and service to God and man, just imagine what a powerhouse we would have when that young man returned to his home town.

The fourth thing that I would like for you to think of for a moment, I want a God-loving and a God-serving soul to come out of college. If there ever is a time in a boy's life when he is a doubter, it is when he is in the university. I do not know how many of you were doubters. I was a good one. I was the world's best, I guess. But do you know, underneath, a boy has a definite love for the common God and Father of us all. Sometimes we become so tied up in our denominational point of view that we cannot see the other fellow.

May I tell you this: I sort of glory in this: I have been exposed to enough religions in my lifetime to know there are great and noble souls in all of them. The son of a Presbyterian minister went to a Methodist university, sang in a Christian church choir, did my post-graduate work in a Catholic school, came home, and the little village queen was an Episcopalian and I bobbed up and down for seven years with them until I made a Presbyterian out of her, and the best friend I have on earth is a Jew. I do not care what the particular brand may be in so far as denominationalism is concerned, but I do think that we need an air of reverence on college campuses. God must be geared into the thinking and into the doing of youth.

I recall one experience in my lifetime, and do you know how I feel about this particular experience this morning, Mr. Chairman? There is a little group of men in Kansas City, Missouri. There are seven of us, and we call ourselves "The Naked and Unashamed Club." We are not nudists—don't laugh, Brother. I wouldn't look quite so well in the nude. Once a month, at ten o'clock at night, these seven fellows meet in somebody's recreational room or in a den, and we tell the naked truth, and we are unashamed of it, and we have to answer any question that is asked.

It seems to me that during your meeting here, President Findlay, you have had a real "Naked and Unashamed Club." I have seen men pouring out their hearts and saying, "I failed here. I wish I could do that, or the other." This morning I would like to be a part of your little inner circle, if I may, and be a member of the naked and unashamed group of deans of men of the colleges and universities of America.

When I got ready to go to college, my dear mother came to me and said, "Son, I want to walk down to the station with you," and arm in arm we walked down to the station. She said, "Son, you are going to move into a new world now. It is different than anything you have known before. You have been pretty well protected up to now. But there will be times when you will be so disturbed and perplexed that you will not know what to do. When that time comes, won't you read these lines?" and she slipped a little piece of paper into my hand, and I held it tightly, and we got down to the station, and I said goodbye to my mamma and daddy.

I got on the train, a poor boy sitting in the chair car all night, and I read those lines, not once or twice, but I daresay a hundred times. Those lines to me today are precious. Three years ago my God saw fit to enrich the heavens above with the saintly soul of my dear mother, but if that mother of mine had done nothing more for me than to give me just those lines, I would ever call her memory blessed.

I put those lines under the glass of the dresser in my room, and there was a fellow who came in about the third day I was there. He read those lines, and he turned to me and said, "So you are one of these God boys, are you? Ha, ha, ha," He was a senior. I was embarrassed. Three or four times in a period of about a month he ridiculed me because I was just a Presbyterian boy, taught that before I went to bed at night it was the noble and the right thing to do to kneel down at the bedside and thank God for blessing, and ask for strength, help and guidance for the day which was just ahead.

But about two months later the boy received a telegram, and he learned that his own dear father had left the ranks of the living. He dashed to my room, and he said, "Roe, pray for me; pray for me. Won't you pray for me?" We knelt down together and prayed. I want to give you those lines because to me they have meant much through

the years. Those lines my mother gave to me are these:

"The little sharp vexations and the briars that catch and fret;
Why not take all to the Helper who has never failed you yet?
Tell Him about the heartaches, and tell Him the longings, too;
Tell Him the baffled purpose, when you scarce know what to do.
Then leaving all your weakness with one divinely strong,
Forget that you bore the burden, and carry away a song."

Gentlemen, I would like to see a wave come clear across the nation in our institutions of higher learning—a wave of understanding that God is a great, a loving Father of all mankind, and that all of those who would laugh and ridicule religion would be properly catalogued, not embarrassed, but that there should be such a positive program of religious leadership on college campuses and in the communities that support the college and university that boys and girls will have ample opportunity for a normal development along religious lines. But I do want that fellow, when he comes home from college, to love God and be willing to serve Him.

Finally, I want a loyal citizen. This seems to be the keynote, and I was much impressed yesterday, profoundly impressed, with the words of intelligent wisdom that came from the lips of the great jurist who opened this particular conference with his address of welcome. These are testing times, and it is a strange thing how events can shift the thinking of men. This resolution that you are discussing here, President Findlay, would not have gotten very far about ten years ago in your Association meeting, if I know anything about the thinking of college men, but today we are united in spirit, and in our determination that this America, with its governmental structures, shall live and shall grow and shall thrive, and that generations unborn will still have the rights of this precious democracy.

If we are going to have in America a loyal, a faithful, a patriotic citizenry, that training must come through the institutions of learning, and it is going to have to start in the kindergarten, and there is no graduation as far as that particular phase of the development of mankind is concerned in the field of education.

On December 11 I visited an institution, and I attended a rally, a Communistic rally, if you please, in an institution built, maintained, and supported by taxation, presided over by a professor who drew his salary from the tax payers of a great commonwealth. What did I hear? That this nation sooner or later must have a new form of government, and we, if you please, who will be the educated men and women in just a few years, holding positions of responsibility, must be prepared to give to America the type of government she so richly deserves. Finally, that man made one statement, and I will never forget it. He said, "This democracy cannot live." You have a dean here from that particular State.

I am not saying that everybody who draws his pay at that University are communists, because I know some loyal and faithful and

patriotic citizens who are professors there. But that man said, "This democracy cannot live."

I got aboard the airplane that night to go back to Kansas City, and all I could think of was, "This democracy cannot live; this democracy cannot live," and the thing seemed to haunt me. When he first said it, I rebelled. The red corpuscles in my body began surging. But do you know, when I got out of the airplane at the airport, I was convinced that he was right, that this democracy cannot live, unless you and I and men who hold positions of trust and responsibility as they relate themselves to the boy life and girl life of America will see to it that they appreciate the governmental structure which is ours today.

We say in Kansas City, Missouri, that we are the most American city in all the United States. In the University of Kansas City, my law partner had a son and his son was reading material, data, and publications that came from Russia. The boy became a rank communist, and I know something about the training that boy had. If a boy, when he enters the university in his freshman year, has been protected and trained and has an understanding of the beauties of life, and he comes out four years later and he hates the government, and he does not like God, and he is "agin" everything and everybody, then I ask you, haven't parents, tax payers, the right to question the training which he has had?

The thinking of the boy as it relates itself to the government, to the church, to the community, has more of a relationship to the dean of men than it has to all the other phases and departments of the university combined. If I had a boy, I would not be so much interested in learning who the president of the college was, but who the dean of men was going to be. Who is the man who is going to be his adviser, his counsellor? Who is going to be the hand that will guide him steadily through his four years in the educational career?

Then, I would like to tell you why I think that France has just taken a beating. Do not accept this as fact, but I am going to tell you some facts that bring me to the decision that I think I know why France was defeated. She was not prepared—we know that. She did not have the armaments. France had what she called socialism, which was nothing more nor less than a mild, yes even more than a mild, dose of communism. When I was in France just a little over a year ago, there was a strike in the munition plants, and the workers were striking because they had a 36-hour week, and they wanted a 30-hour week.

I do not know if you fellows worked 30 hours a week you would feel you had a snap. Do you know that finally the government had to give in to the workers, and they were working only 30 hours a week in the munition plants of France, and right across the Rhine, Mr. Hitler said, "You will work 72 hours a week, for less money, and like it." Now when a nation which is half the size of its very bitter enemy in population only works about 35 or 40 or 50 per cent of the time that is invested by the opponent and the enemy, what can you expect? I at-

tribute the downfall of France not to Mr. Hitler and his blitzkrieg, nor his fifth column, but definitely to the evil forces of communism which were firmly rooted in the republic of France which softened the nation. I watched it soften for 20 years.

Now, then, with this, I am going to be through, but you fellows can shoot at me when I am through. I assure you again that you will not embarrass me. If you want me to prove anything I have said, I will make an honest effort. A lawyer says a lot of things sometimes that he has to prove, and I am going to tell you this one story, if I may.

I thought I loved America. I went to the Mexican border and volunteered, and on April 6, 1917, I raised my right hand, again. I had belonged to patriotic societies, I had been branded in the community as one who would wave the Flag whenever it was necessary on any public occasion—Memorial Day, Fourth of July, Armistice Day. I crossed the Atlantic a few times, sometimes on business; one time a free trip, with all expenses paid. The reason I tell you this story is because there are so many Rotarians here.

In 1937 I had the privilege of going to Nice, France, to deliver the keynote address at that Nice Convention. I will never forget that experience, because dear old Bill McNair was international president of Rotary at that time, and Bill and I made the rounds and met all of the bigwigs of the old world. I was supposed to be gathering data for this keynote address, which would bring peace on earth and good will to men.

We met all of the crowned heads and the rulers of the old world in Europe. I had an audience with the King, and that very gracious Queen of Great Britain. I had tea with the Duke and Duchess of Kent. I want to tell you that the Duke is fine, Gentlemen, but that Duchess is one of the keenest numbers I have ever seen in all my life. I am telling you she is gracious, charming, beautiful, she is talented, and this old country boy had goose pimples all during the tea.

We went down and had a banquet with the president of France; went over and had luncheon with the president of Switzerland; and down to Rome. I had one hour and 25 minutes with Mr. Mussolini—just he and I. I asked him what he was doing for the youth of Italy, and in fairness to Mr. Mussolini, I want to say that I believe that the Italian youth today have had, during his leadership of Italy, a greater opportunity for educational development than they ever had before in the history of that ancient country.

But the one thing that disturbed my peace of mind was he was taking babes in arms, age 6, and putting rifles on their shoulders—rifles that would really shoot—and for three hours a day, five days a week, those boys were taught military science and tactics. That is the reason Mr. Mussolini today has an army of 8,000,000 men.

I went up and saw Mr. Hitler. I spent 15 minutes in his presence. I do not speak German well. He does not speak English any better

than I speak German. The result was I had to use an interpreter. I said, "Ask Hitler what he wants to do for the youth of Germany." He said, "I want to build strong bodies." I said, "What further does Mr. Hitler want to do for the youth of Germany?" He said, "I want to build strong bodies." I said, "Evidently the Fuehrer does not understand what I want to know. What further does he want to do for the boy life of Germany other than to build strong bodies?" They jabbered there in German, and finally he came back and said, "He said he wants to build strong bodies. That is his program." I even asked the fourth time. I may have been too persistent. I know I was, because he did not like it, and the only answer was that he wanted to build strong bodies.

When I left his presence, I thought of my own precious America. We want to build strong bodies in America, don't we? We even give to expectant mothers today information which will cause them to give us a healthier baby when it comes into this world. And then how we safeguard that child when it starts into kindergarten, and the fine program of health and physical development that that child gets all the way through its secondary education; yes, even on through higher education.

We want strong bodies in America, but thank God in America we do not put a premium on brawn or muscle or height or weight, but the real premium is on integrity and brains and capacity and ability. I pray to my God that such a standard will ever be maintained in this land, and if it is, our democracy will live. The story I want to give to you is this:

I got aboard the ship at Southampton and started home. I left my baby and Mrs. Bartle and my daddy in the old world. As I got aboard the good ship Washington that had such a scare the other day, I discovered there were 870 people aboard, out of about 1,000, who were German-Jewish refugees driven out of their homeland. I figured I would have a tough time because I did not speak German or Jewish, but I discovered the fellow rooming next to me spoke perfect English. He had his A. B. and M. D. degree. He lived in Munich, and all his family, for nine generations. He was a skilled physician or surgeon who was required to dig ditches for 4½ years in order to feed his wife and widowed mother. Why? Because his father was a gentile? Oh no. But his mother was a Jewess. "If you are born of a Hebrew mother," one fellow said, "you are unclean. Get out." So he left.

He said to me, "We are going to sing on the top deck. Don't you want to come up and listen to the boys and girls?" Up to the top I went, at eight o'clock. There were about 150 of them, boys and girls about college age, and they were singing rich and beautiful German folk songs. Beautiful they were, and I thought they were singing like slaves who had been freed. Finally, after about 1½ hours of singing, they turned to a group of Americans, only a handful of us, and said, "Won't you sing some American folk songs?" Did you fellows ever

try to sing American folk songs? Finally we worked out a little concert of four numbers. We sang, "My Wild Irish Rose"; second, "Let Me Call You Sweetheart." The third one was, "Hail, Hail, the Gang's All Here"; and we closed our concert with that wonderful old American folk song, "Sweet Adeline."

The old moon was shining brightly, and the sea was calm. As I looked out across that vast area of water, my heart was low. I knew that for four and one-half months I would not see my family again, and I wanted to get back to work, so I turned to my friend, Bill Gunther, of St. Joseph, Missouri, and said, "I have a date with a girl in New York, and I want to see that gal. She's a peach." These Germans did not understand. They thought I had a date with some delightful and charming little lady, so they called me "The Great Lover." For six days I was called that, and on the seventh morning there were eight of us, all Americans, on the top deck. We were leaning against the railing of the ship, and we saw the old girl I was talking about, and I had seen her before.

Finally Bill said, "There's your girl friend. Let's see you make love to her now." I said, "O, girl, I'd like to give you a bear hug; I would like to give you a real bit of loving. Take this kiss." I put the kiss on the tip ends of my fingers and blew it across the water. We were laughing, kidding. I whirled around, and here were about 50 of these boys about college age, and they weren't laughing or kidding. They were looking at the Goddess of Liberty, and some of them had tears on their cheeks. Finally the leader cried out, "That is the Goddess of Liberty. That is America, and let's give three cheers for America."

I heard those boys repeatedly cry out, "Hip, hip, hooray, America." Finally that big old ocean greyhound began to turn to go into the dock, and that leader raised his hands and said, "We are really coming into America. Let's thank God for America," and I heard those boys repeatedly cry out, "Thank God for America."

Gentlemen, I had a guilty conscience. What do they know about America? Only what they had read or heard from somebody. I was born in a Christian home; had all the rights and benefits and privileges of an education in America. I was an elder in the church of God, and I never once had ever thanked my God for America. But I will confess to you that I did it there. I bowed my head and I said, "God, I thank Thee for my America. Give me the strength and the courage and above all the intelligence to be a real citizen of this old land."

This democracy is safe, Gentlemen, if the youth of today will not take too much for granted. They have been protected. They have not had to fight for things, and I believe that all of us who are interested in youth today must give them a clear vision of their responsibility. If we do that, then this nation will live, this nation will march forward and be a wholesome influence on the nations of the world. For, Gentle-

men, I say to you without any mental reservations this morning that I bow in the presence of a real dean of men.

You know that a real dean of men is a maker of men. He is a builder of character. He is a human engineer, and I close with these lines, because I believe these lines express fully just the aim, the objective, the purpose, and the results of the activities that come into the life of a dean of men. For Webster, with his great and mighty and powerful pen, said, "if you work upon marble, it will perish; and if you work upon brass, time will efface it. If you build temples, some day they will crumble into dust; but if you work upon the immortal souls of men, if you imbue them with spirit, give them a just fear of God, and cause them to love their fellow man, you engrave upon those tablets something which will last through all eternity."

Gentlemen, a real dean of men is building for eternity—yes, most gloriously for eternity. (Applause)

Chairman Bostwick: Gentlemen, I believe that if every one of us now could follow this up by going off and sitting by ourselves for about an hour and questioning ourselves as to how well we can commence to measure up to what he has given us to think about, we would probably profit a whole lot more than we would by sitting here and asking questions and discussing. I just have a feeling, and I asked Fred if he didn't also, that the best way we could close a marvelous session like this would be to adjourn, and he said yes. So I declare this meeting adjourned.

....The meeting adjourned at eleven-forty-five o'clock....

FRIDAY AFTERNOON SESSION

June 28, 1940

The meeting convened at one-thirty o'clock, President Findlay, presiding.

President Findlay: Will the meeting please come to order.

As you know, for the last several years, we have been conducting a survey of our own functions, believing that it is desirable to increase the perspective of our own work. We come now to that part of our present program which takes up the last installment in this continued survey. I will turn the meeting over to Dean Fred Turner who will give the report on, not the findings as to the interpretation of them, but the statistical summary of the survey itself. Dean Turner.

Secretary Turner: Gentlemen: I come before you with a certain amount of fear and trembling at this time, because this particular questionnaire was answered by one Dean, whose comment was this: "This is the damndest-fool questionnaire I ever saw. The fellow who figured it out was crazy as a loon."

The material we got out of it, I believe, is in line with the work we have done in 1932 and again in 1939, and the material that we have, is going to be unique as far as work of this kind is concerned.

I think one phase of it particularly, is going to be more or less history making, because no one has done anything like it before, and while ours is very incomplete, it has something that nothing before it has had.

The instructions that the Convention gave me last year as Secretary, were pretty brief. Here is what they were: First, to get out a new questionnaire to study the relative importance of various functions, weights of duties, and so forth; and second, to study deans' budgets as compared with increases of other service budgets, and how many functions are essential, which are desirable, undesirable, and which are administered by Deans and Advisers of Men as matters of expediency. You know what the questionnaire was. I sent out 316 questionnaires, and I had replies from 114, which could be used, and in tabulating them, I followed the same plan that was used in setting up the questionnaires. That is, we divided it into three parts: Section A, which is the survey to try to determine the relative importance of the various functions, weights of duties, and so forth, in an attempt to determine for our members which functions are essential, which are desirable, undesirable, and which are administered by Deans and Advisers of Men as matters of expediency. When it is properly filled out, it will give us your opinion of the relative importance of your own duties.

That was Number 1, and in tabulating those, I am not going to interpret the tabulations at all; that is going to be Dean Schultz's job.

But the simplest thing to do seemed to be simply to make a series of charts and they will be referred to.

We thought first we might mimeograph some of them and hand them to you here, and yet we figured that in doing that, we would miss one bet, namely, that you would have to be watching your charts and trying to follow us too, and they will all be printed in the annual minutes, so you will have them.

We took these answers which came in. If you will remember, if you filled the thing out, and I think most of you did, on the first section, Section A, is the attempt to find out which functions were desirable and which essential and which undesirable and so on. Those were tabulated into one general table and that, I think, will be the Number 1 table for you to use in your study when you get the thing, and I think Ritchie will have a comment to make on that.

Following on through, I think in part A of the study, that goes clear down through, it takes 24 charts altogether to get that put together so that it can be used, and Ritchie will interpret those to some extent.

I made one general tabulation of it, both from the standpoint of our list of functions and from the list of functions of the American Council of Education—their personnel study—and on top of that, I did this: I took each single section of it and made another chart. For example, Chart Number 2 is the number of individuals giving rating "1—essential" to functions listed according to rank in the rating class. For example, 67 gave function "Social Problems" a rating of "essential." That was the highest of the bunch, I believe. I have taken each of the classifications, "essential", and then "desirable", and so on, and listed the functions. I have done the same thing under the ratings of the American Council.

Part B of the questionnaire is to me the most interesting. I ran into this: Out of the 114 people who answered the general questionnaires, only about 33 could answer these questions on finances. For example, Lobdell answered: "I simply cannot get these figures. They are not available." Others said, "I cannot get them, and I would not do it if I could." And others said, "They are not available at our institutions. They are not separated so we can get them." Mr. Lyman at Northwestern for example, said, "I cannot fill out the questionnaire. I find it is impossible. I have been to the comptroller and he cannot provide the information as you want it." Mr. Lyman was the first to return his questionnaire.

As a matter of fact, out of the total number, we got 23 who gave full enough information so that we could use them in the tables. Eight supplied the requested information for the Dean of Men only. Fifty-nine reported inability to supply the requested information. Twenty-one simply sent the section on finances back without any comment on it, which I judge either meant they did not want to do it, or could not

get it. I made more tables which will be printed in the minutes when we get them out, and they run on from chart 26 up through 46. But I think you are going to have more fun with them when you get them than any chart you have.

Here is the way they have been tabulatd. First of all, the "Total of Budgets of all Welfare and Personnel Services Reported by 23 Institutions." You will find there first, the University of Akron. Don's report begins with 1925-26, and we have his figures from then on. The University of Cincinnati goes clear back to 1910-11. Dartmouth College, the University of Illinois, Lehigh University, Superior Teachers College, and Willamette University all gave us a good set of replies. On the other hand, some of them simply could not go very far. Here is one that begins only with last year. That is one general chart.

Then I set up a general chart of the annual budgets for the office of dean of men or dean of students as reported by 33 institutions. Then there is the totals of budgets appropriated for various welfare and personnel services in 23 institutions.

Then the next chart is Number 29, and keep that in mind. That is the percentages of total amounts appropriated for various welfare and personnel services in 23 institutions. For example, what percentage of the total amount in the year 1910-11, went to the Dean of Men? What percentage went to the Dean of Women? What percentage went to the Registrar, and what percentage to the Alumni Office? 1910-11 was as far back as we went. Only those four offices showed any budgets at all that far back. When you get down to 1939-40, you have the following: Deans of Men (and Students), Dean of Women, Health Service, Registrar and Director of Admissions, Alumni Office, Freshman Week, Employment Office, Placement Service, Food Service, Personnel Bureau, Testing Bureau, Director of Activities, Housing Bureau, Vocational Guidance Bureau, Fraternities Office, Speech Clinic, and Separate Psychiatric Service.

You are going to have a lot of fun with those percentages. You are going to find exactly what you expected to find when we started the subject, that the total going to the Dean of Men is going to reduce right straight along. The amount has grown, but the percentage has reduced. It is perfectly natural. We were spreading it over four offices in 1910-11, and now we have 17, and the amount is greatly increased.

Chart Number 30 is the first of a series showing the percentage of total amounts by years appropriated to Deans of Men and Deans of Students in the twenty institutions that could report, and so on through with the different services. The next is for health services. The next is for deans of women, directors of admissions and so on down through the various services. It would be impossible to try to read all of these things to you, and say too much about them, but that

is the form they are in, so you can see when you get your figures—and—you will get them—you can see what percentage of the total amount in these institutions which reported, is going to the different services. That goes on down through the charts into the 40's, and it gets into a considerable number of charts, of course. Some of them are very short towards the end. Chart Number 46 is the percentage of total welfare and personnel budgets appropriated to vocational guidance bureau in one institution, the University of Florida. That goes only for a few years. You will be amazed I think, when you see the total figures that have gone into these different services. I have not included it here, but it is running up into hundreds of thousands of dollars, and you will enjoy seeing that.

Section C of the questionnaire, the last one, is simply tabulated out by the various questions. Number 1 is, "How long have you been working in this field?" I have tabulated that by the number of replies and the answers to them. The second is, "Do you teach any courses now?" And so it goes on through. I do not think I will review the questionnaire any further. If you answered one, you know it was work to do it. It was work to tabulate them, and I am sure that Ritchie found that it was work to get an interpretation out of them.

I do not know that I need to say any more unless you want to ask me questions about them. Have you any questions to ask me at this time? If not, I will quit now and Ritchie, you can take over now and interpret it. (Applause)

President Findlay: It is a fortunate thing for the Association that it is not necessary or required, at least, by our Secretary, to pay him so much per hour for the time he spent in working out this material and the tabulation of it. It has been a labor of love and the Association owes a debt of gratitude for the immense amount of work it has taken to prepare this material. No less are we indebted to Dean Schultz for the extremely difficult task of taking this material and interpreting it for us, and we now turn to Dean Schultz for that interpretation. (Applause)

Dean Schultz: Mr. President, Members of the Association: Before beginning the reading of this paper, I want to say one word of introduction. No one can realize what a magnificent job Fred has done unless he has gone over these various charts. It is a tremendous task, and when you get the statistics in printed form, you will see what I mean by saying that it is marvelous. I might add that the meditation over these charts kept me out of mischief for many hours. (Laughter)

As a bit of explanation, I have many cross-references by number of chart and columns and items on which you based your valuations. These will appear in the printed form. I may have to interpolate certain explanations to substitute for those figures as I go along.

A fact that becomes evident at once to anyone attempting to interpret a survey such as this is that the interpretation, by the very

nature of things is colored by the point of view and the local situation of the interpreter. No matter how objective he has tried to be in considering the data that have been gathered, he cannot know all the factors involved in a similar set-up at another institution. The figures compiled may be definite enough and when presented in tabular form may seem impressive in their bearing on a given point and open to no question. Yet another dean with a different allocation of functions in another institution, no matter how slight the differences may be, can reach conclusions varying considerably from another's.

Historically, as has been pointed out in papers and discussions at these meetings, the Dean of Men has taken on many administrative duties because of expediency that he would never have accepted had there been a careful study of student needs and their relation to the office. We fail to recognize sometimes how recent was the establishment of our office in educational institutions, how varied our activities have been, how much we have undertaken because the jobs were assigned to us rather than developed by our own concept of the service to be rendered. We have come a long way in clarifying our objectives but still our office is burdened with many details which Dean Lobdell last year characterized as trivial and which properly belong in some other location. Our activities have gradually been narrowed and we have a much clearer understanding of our place in the educational picture. But there are still 54 functions listed as performed by our members with different values put upon them by those answering the questionnaire.

A particular point I wish to make, however, in considering the data gathered by Dean Turner and so effectively tabulated by him, is that we all interpret the same material in the light of our peculiar situations and are likely to see significance from our own point of view while others may feel quite differently although dealing with the same figures. This is a natural limitation of the questionnaire and of the deductions drawn from it. Nor am I at all certain that a complete standardization is possible or desirable. Each campus has its own personality and no two problems can be considered in exactly the same light.

The answers to any question would serve as illustrations of my meaning. To take a special example, number one, relating to admissions shows a wide-spread of opinion on the value it has to the dean's office. On the Association's list, 9 consider this an essential function; 3 that it is highly desirable; 2 that it is desirable but not so necessary as 1 and 2; 7 that it should be added to their duties. Twenty consider their participation essential although now shared by another office; twenty-four that participation is desirable; two that any participation is undesirable. The American Council rating changes the figures slightly, but there is the same general divergence of opinion. I have an idea that this divergence is due not only to conflicting opinions of

the answering deans but also, and perhaps more largely, to the traditional set-up in a given office.

Before going farther I should like to point out that this survey differs in one important respect from those made in 1932 and 1939. In the earlier projects the members of this Association were asked to list the functions performed without reference to whether they were born to the office, achieved during its development, or had been thrust upon an unwilling official. The present survey attempts to place relative values upon the functions as a part of a dean's duties from the standpoint of the dean himself. Whatever the results may be, we have a statement of the judgment of the dean on each detail of his work. It is a long step forward when we go on from a mere list of our functions, a statement of the status quo in our member institutions, to a presentation of our judgment as to what constitutes an ideal situation. We should be nearer to an expression of the underlying philosophy of our work when we undertake a study of the statistics now available.

The present survey gains additional significance in its use of the list of personnel services compiled by the American Council on Education. It seems to me important that we have for purposes of comparison with our own estimate of duties the opinion of a group on which deans of students, while represented, do not form the total membership. In the words of Dean Findlay, quoted from his paper at last year's meeting, "If we assume that the Council's list is inclusive of all services which might well be included in personnel work, it therefore offers us an acceptable standard for measurement of our own offices." Dean Turner acted wisely to include both lists for the purpose of this study, and to group the items of the larger list in their proper relationship to those of the American Council.

Dean Findlay's statement that every one of the 54 functions found a place under the 23 groupings of the American Council, and Dean Turner's use of the comparative method in the questionnaire which he presented to our members, leads us logically to the conclusion that the two lists are in essential agreement. I would point out, however, that in my opinion there is an important distinction to be drawn in making this comparison. This is the fact that the Association's list enumerates the functions which the deans perform. It is primarily a survey of the activities of the office as they exist in practice and do not necessarily represent a fundamental philosophy. The American Council outline, on the other hand, considers the various services which can and should be rendered for the student outside his classroom training without raising the question as to who the officer shall be who performs them. The distinction, it seems to me, is that one takes the administrative point of view, while the other assumes what the Council report calls the student personnel point of view. Perhaps this is a distinction without a difference yet a difference in attitude is implied if not clearly

indicated. Perhaps it might be desirable to redeal our deck of 54 functional cards, discarding some and retaining those that have the greatest values in providing for student needs. At any rate, the use of both lists by Dean Turner has given particular significance to our study.

Now that we have made a survey of functions performed and followed it by an evaluation of each function, it should be easier to relegate to their proper position certain duties which come to us by administrative assignment on the basis of expediency and concentrate on the real objectives.

Now to deal more specifically with the results of the survey. Charts 1 and 13 of Section A are doubtless of more general interest since they give a composite of opinions as to the relative importance of the functions named. Here are assembled the judgments of reporting members according to the eleven ratings proposed. At a glance one can determine the consensus of opinion on each item, and make comparisons with other ratings on the same item. Columns 2 and 3 which list functions as to whether they are considered essential or desirable respectively, can usually be combined profitably with columns 9 and 10 where participation is given as essential or desirable. In most cases these columns supplement each other in showing the judgment of the deans on a particular point. Evidently there are many duties where the dean does not feel that he need have full control but where he has a vital interest.

In the Association's list there are three items checked by over 60 members as essential. These are social problems, interfraternity government and student government. There are also three over fifty, moral problems, fraternities and housing. If we combine the topics relating to various kinds of discipline or those dealing with social life, the number is also high. Here we have a pretty general agreement that these matters are a particular concern of the dean. They include also the items with which the office has dealt through the years. In any pattern that would be accepted as desirable for a statement of responsibilities, whether the American Council's 23 points or any revision of it these duties would probably find a place.

There are over forty checks for the official personal history, academic adjustments and emotional problems. Here we are moving away more from the administrative type of function, from responsibility for certain organization matters, into the realm of individual counseling. The duplicate personal history is not far below in the list, the deans seeming to be fairly well divided or not particularly concerned as to where the record is kept so long as they have the use of it. Since its importance appears to be considered so high we may infer that the officer responsible for the general welfare and behavior of the student should be the keeper, and his office the repository, of all data that can be secured bearing on the life and character of an individual. If there are

two or more agencies that keep records of personal history, a possible overlapping or conflict of functions may occur.

The check on the keeping of the official academic record is relatively very small while the keeping of duplicate records receives a fairly high rating. In giving educational counseling to a student, it is of course necessary to know his academic achievement to date. On the other hand the keeping of the official score may lead to duplication or conflict with the usual job of a registrar or similar official.

There are a number of functions which appear to have no great interest for the reporting members. These are such items as approval of faculty, directing of faculty, formulation of curricula, supervision of catalogue, class schedules. Where these items are voted essential or desirable there are doubtless some duties allocated locally to the dean of men that are not usually considered a part of his work. They are primarily administrative and have only an indirect bearing on a counseling program.

There are several groups of functions that receive, from my point of view, a surprisingly low rating. One includes student loans, scholarships and student employment, surprising because a student's financial resources are likely to affect deeply his emotional and educational problems.

Another is the group relating to the student's health and physical well-being. They are items 33, and 36 to 40 inclusive. The small totals in the first column are in part compensated for by the figures under desirable and high desirable participation. Naturally this is an area where the dean cannot function alone. A college health service, a physical education department, a psychiatrist or a health clinic must do a work for which we are not professionally qualified. But it would seem desirable if not absolutely necessary that there should be some close tie-up between such agencies of the dean's office where information is exchanged and material that is relevant to the complete understanding of a student's total experience should be made immediately available to either party.

Here I believe the function stated by the American Council is much superior to the corresponding items on the Association list grouped against it. Note its wording: "Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors." Our own list includes supervision of health service, supervision of physical examinations, recommend students for remedial medical treatment, recommend students for remedial physical education, recommend students for remedial psychiatric treatment, supervision of mental health clinic. We might have added sanitary housing conditions including fraternity houses which are im-

plied in other items but which check against this American Council function.

Here again, I might repeat, is an illustration of the administrative rather than a personnel approach to what we would no doubt agree is the same objective. Here also is evidence that while we can assemble all our items under topics on the other list, they are not always identical nor have exactly the same implications.

Another strikingly low rating is given to the vocational items, counseling, graduate placement, and vocational follow-up. No doubt the organization in some universities provides for some other method for taking care of this service. I am not familiar enough with the working of such agencies and their articulation with the office of the dean to speak with any authority on the system. But the problem of the selection of a vocation for which a student is fitted, to say nothing of preventing a wrong choice, requires a consideration of his achievement, personality, health and other relevant factors and a whole body of information which only the files of the dean can furnish. The job is also left incomplete if we do not add placement and follow-up. There would appear to be a trend toward an increased participation by the dean in this work if not a complete responsibility for it in his office.

Item 23 on the American Council list, "carrying on studies designed to evaluate and improve these functions and services," is checked by 16 as essential, 3 as highly desirable, 2 as desirable, 8 that the function should be added. Ten believe participation to be highly desirable, 16 that it is desirable. Only one calls it undesirable and 3 feel that a new office should be created for the purpose. This means that a good proportion of members believe it their job to carry on a continuing study of their work with a view of its improvement. Certainly we should not depend entirely on an occasional survey in this Association for an evaluation or a study of our duties. No function should be labeled essential or unimportant and the judgment filed away not to be questioned again. Perhaps it is asking too much of an already overburdened office to maintain a research department to study its efficiency but something of the sort is indicated by the replies.

It would be possible to go on almost indefinitely to discuss other areas of our work as they are weighed in these two questionnaires. But Dean Findlay did such a thorough job last year that I do not want to enter into competition with him. I have taken only a few examples upon which to comment with the hope of provoking a discussion which will be more interesting than the paper itself.

Let me make two generalizations. First, an examination of the results of this double questionnaire shows that the deans of men are absorbing or sharing the personnel functions of the university. Or as Dean Findlay put it last year in discussing his own comparison of the

two lists, "the deans of men are more than in the process of becoming personnel workers, but are now personnel officers whether they are aware of it or not."

Secondly, that while the above is true in the main, the deans as a whole have not yet assumed the full responsibility for all personnel functions nor have they achieved entirely the "student personnel point of view." We are still in a period of transition, taking the profession as a whole.

Section B of the study is important because it deals with the subject of financial support of our work. The picture is far from complete because of the large number of deans who reported inability to supply the required information or who returned the blank without comment. There were 80 such members as compared with the 31 who did reply either by giving all information requested or information about the office of the dean of men alone. Perhaps the best way to consider this report would be to have representatives of the institutions who replied, resolve themselves into a panel and discuss the material for the benefit of the other 80. Since the reporting institutions are probably representative of the whole group, a study of their replies should give us a great deal of information in spite of their small number. This type of table is one on which it is hard to make any generalizations. The institutions vary in size and organization and it is not easy to find one where the set-up is parallel to our individual institutions. The most profitable method of studying the report would no doubt be for a member to select the institution or institutions nearest to his in size and general needs and make comparisons in that way. We can, however, make certain deductions. It will be noted that some budgets for the institutions listed go back 30 years. Once the budget is established it seems to assume importance in the eyes of administrators since there are very few retrenchments apparent even during the worst years of the depression. Some institutions held their own while others made definite increases. A glance at the chart shows that the services for which expenditures are made have been put on a budgetary basis in fairly recent years. This would indicate an increasing number of such services established or perhaps the separating from a general budget of these offices on an independent basis. The value of the percentage tables which follow the first computations are interesting in the way in which they show the relative support for various functions under the office of dean or whatever welfare agency there is for services to students. This breakdown removes the difficulty of comparison among institutions on account of their size.

It would seem to me that we can get more out of an individual study of these various items than to take the time for general discussion. There is one general benefit that does appear which has importance for those of us who felt that we could not make a specific answer. The tables which we have show how budgeting is actually

done in other institutions and make a kind of pattern on which we may distribute the expenses of our work. It may also inspire us to look more closely into the matter of an independent budget for carrying on our activities. If many of the members are moved to work out a budget on the basis of our report during the coming year, it might be worth-while to arrange for another survey which concerns itself strictly with the budget. I would not suggest the discussion of such a report in a meeting but it might be read by "title only" and published in our proceedings for reference by the members.

Section C provides much interesting information but with no great significance nor indication of general trends. Perhaps chart 48 is an exception, the answers to the question "Do you teach any courses now?" 82 report that they do, 26 that they do not. Hours of teaching per week run from 1 to 30. We would all agree that the latter is too much. There is a good deal to be said for a dean doing some teaching but it is hard to see how a man can teach more than one course, or two at the most, and do a proper job of handling the counseling program. The fact that 26 report no teaching may show a growing tendency toward a full-time conduct of the office.

Deans seem to teach in all fields of knowledge. Seven teach orientation courses which can be classified as a part of the regular work. But as for the others, there is little, if any, connection. This fact, along with the statement of academic experience before appointment (chart 48) and of practical experience before appointment (chart 49) leads to the conclusion that deans may enter their work (or rather have entered their work) through almost any avenue. Teaching experience is far and away the most general background, although a variety of administrative experience has a considerable place.

Reasons for the appointment of an individual have a wide range (chart 50), few of them with any reference to specific training for the position. Answers to the question on specific training (chart 51) show considerable confusion in the answers. If we mean by such training a planned preparation for the work of a dean of men a great many of the answers are irrelevant. Fifty-one members report that they have no such preparation. It is interesting to note that 76 out of 102 deans admit that they feel a need for the professional training which they may have lacked (chart 55). Some of them have met that lack (chart 56) by taking training, by self-education or by securing assistance elsewhere. There is still a lack of much evidence that men are entering the profession through experience as assistant in a dean's office or by graduate study in the field of counseling.

Such a paper as this should have a concluding paragraph. But whatever conclusions I have drawn or points I have had to make have already been given. I am sure, however, that Dean Turner's survey has been a valuable contribution, and that the present approach has rounded out and completed the work so ably done in its first phase last

year. Because of it we should all be better if not bigger deans.
(Applause)

President Findlay: We are all in your debt, Dean Schultz, for the excellent paper that you have presented, and for the kind effort that you have given in the preparation of it. I am sure this paper deserves the attention of the group from the point of view of many questions that it has provoked in your mind. I take it that Dean Schultz will make himself vulnerable now for these questions if you will present them to him, and ask them at what length you please.

Secretary Turner: Before we do that, I wonder if Dean Schultz and I could pull up to the table here and comment back and forth a little bit on Section B. That to me is by far the most interesting part of this whole study. Nobody has ever made such a study as we have made it, even in this small way on the financial end of things, and I believe even if you do not have the chart in front of you, that you would be interested in having some of these things read to you. I will read a little bit, and Ritchie may want to comment on this.

President Findlay: Particularly, I hope you will not leave out the chart you showed me, the total amount as it has grown over the years.

Secretary Turner: You stop us any place you want to along here. This is section B of the whole study, and the first chart in this is a total of budgets of all welfare and personnel services reported by 23 institutions.

We start back in 1910-11, and here is the way they run for that particular time. The University of Cincinnati had \$1,700 in 1910. Dartmouth College had \$9,500. The University of Illinois had \$27,600. Lehigh University had \$1,900. Superior Teachers College had \$1,500, and Willamette University had \$5,500.

Now listen to it in 1939-40:

Akron, University of	\$ 22,000
Brigham Young University	8,600
Cincinnati, University of	155,500
Dartmouth College	171,000
Denison University	40,500
Florida, University of	50,400
Illinois College	10,500
Illinois, University of	228,900
Kentucky, University of	115,600
Lehigh University	85,900
Mississippi, University of	17,000
Muskingum College	61,800
New York University (Heights)	19,000
Oklahoma A. & M. College	80,900
Oklahoma, University of	83,500
State Teachers College (River Falls, Wis.)	16,000

Superior Teachers College	12,900
Temple University	29,500
Texas, University of	157,100
Toledo, University of	20,000
Utah State College	21,900
Wheaton College	27,000
Willamette University	19,500

That is quite a difference when here was the University at Dartmouth for example, with \$9,500 in 1910, and \$171,000 last year, or the University of Illinois with \$27,000 in 1910, and \$228,000 this year. Vic could not get his figures until 1925 when he had \$103,000, and now they have \$157,000.

Dean Hubbell: Has there been a study of these increasing amounts in connection with athletic championships at all?

Secretary Turner: Not to my knowledge. We have another chart made up on the basis of deans of men only. We have thirty-one institutions able to give those figures. Some of them go back quite a ways. Dartmouth College with \$9,500 in 1910 and \$23,800 last year. The University of Illinois is the only other institution that goes back that far with \$11,000 in 1910 and \$26,200 in 1939-40.

Then we have these total amounts for various welfare and personnel services which I am sure you will be much interested in. In other words, we have broken it the other way. In 1910-11 deans of men in all the institutions reported a total of \$20,600, while the deans of men in 1939-40 report \$165,600. The amount for health services back in 1915-16 was \$2,900, while in 1939-40 it is the greatest amount, \$323,700. The deans of women in the meantime, had gone from \$6,100 in 1910, to \$82,300 in 1939-40. Registrars and directors of admissions went from \$16,500 in 1910 to \$267,000 in 1939-40. The item of alumni office is an interesting thing. It went from \$1,900 in 1910 to \$85,000 in 1939-40.

There is a big figure in here for food services. The first reports for food services in 1930, were \$27,500, and in 1939-40, the figure was \$203,900 going to food services. There are a lot of little amounts for new services.

Now, I think the most important chart of the bunch is this Number 29, which takes the percentage proposition all the way through. The dean of men for example, in 1910, had 43 per cent of the total amount going to personnel welfare services of all kinds. That had been cut to 13 per cent in 1939-40, and that is what we expected to find, and I do not know that we should be especially concerned about that. New services come in. The total amount is much larger. In 1910-11, there were only four items. Deans of men were 43 per cent, deans of women were 13 per cent. Registrars and directors of admissions were 35 per

cent, and the alumni office was 4 per cent. That was back in 1910. But this is the way it went last year:

Dean of Men (and Students	13. %
Dean of Women	6.5 %
Health Service	25. %
Registrar and Director of Admissions	21. %
Alumni Office	6.7 %
Freshman Week .....	.27%
Employment Office	1.6 %
Placement Service	1.7 %
Food Service	16. %
Personnel Bureau	3.5 %
Testing Bureau .....	.6 %
Director of Activities .....	.85%
Housing Bureau .....	.13%
Vocational Guidance Bureau .....	.17%
Speech Clinic .....	.23%
Separate Psychiatric Service .....	.04%

Now, those to me, are very significant figures. I am quite sure that if we wanted to publish this, we would not have the slightest trouble getting any educational journal to publish it. No such study has ever been attempted at all. But, we expected that the percentage of the total amount for the deans of men's office would reduce and that is exactly what we found.

Dean Schultz: That does not mean that the deans of men are not participating in many cases, or have various close connections with these other services.

Secretary Turner: No, listen to this: In 1910, the dean of men made up 43 per cent of the total services, and the amount was \$20,000. In 1939-40, it was only 13 per cent, but the amount was \$165,000. So, the sum has gone up and up. I started out to figure the percentage of increase all the way through, and see what was happening, and I gave up on that. It could have been done, but the slide rule was pretty hot by the time I figured these, and it took a long time to do it.

But these figures, I think, are very significant, and they are certainly bearing out what we expected to find when we started in on it. That ought to raise some questions unless it is too big a set of figures to hold in your head.

Incidentally, we have referred to Vic Moore's institution two or three times. But, he ought to get some special credit at his institution all the way through for the consistency of the percentages. Vic's office there in Texas, right straight through, has varied from about 25 to 28 per cent, and he stays right in that range, and all the offices on his campus have done the same thing. The increase in registrar has been just as consistent as it could be. The comptroller does a good job of giving each man his share. There is no fluctuation like, for example,

at Dartmouth College, which showed a shift of about \$70,000 in one year for, I believe, the health service, from the physical education department. It took almost half the total budget for one year. That is the sort of fluctuation that you will find in some institutions.

Another significant thing about it, Ritchie, is the fact that we were talking last year at Roanoke about how much money had gone into some of these new services, and the facts do not bear it out when you find that .04 of one per cent and .17 of one per cent have gone to these things that have had a great deal of talking done about them in recent years.

President Findlay: Are there any questions from the floor?

Dean Nowotny: This might not be of any value, but how much of a job would it be to break that down on the basis of cost per student in order to increase enrollment in large institutions? Like in your school, that means a greater appropriation, but what is the shift from the standpoint of cost per student in 1910 as compared with 1939?

Secretary Turner: We tried to include that. We asked for registration increases at the same time, and almost no one put it on the questionnaire. The question was not answered at all. I think one or two of them came in with the changes in enrollment from year to year, and there was no time to get out the catalogues from the various institutions and get that information. That would have been worth getting if we could have gotten it, but we did not have the information to get it.

Dean T. H. Schulte (New Mexico State Teachers' College): What is the relative enrollment of men as to women in those institutions in which you have calculated the percentages, and then how do you explain the tremendous difference between the appropriations for deans of women and men?

Secretary Turner: I can give you the percentage of men as against women in the institution as three men to one woman. As a matter of fact, the per capita amount for women on my campus is much higher than it is for men. Maybe some of the other men who have answered this particular questionnaire can answer that.

Dean Moore: Mine is two and one-half to one.

Secretary Turner: Of course the dean of women is a part of your office as it is set up now.

Dean Guess: Mine is three to one.

Secretary Turner: Dean Richards, what is your ratio?

Dean C. F. Richards (Denison University): Just about even—fifty-fifty.

Secretary Turner: How about Cincinnati?

Dean Postle: Two to one. I too would like to see the relative comparison per capita cost for men and women.

Secretary Turner: The women have a better showing than the men do on that. I think there is no doubt about that.

President Findlay: May I interject a question? In those institutions where the dean's office is set up as a dean of students, how was the dean of women's budget handled? Was the break-down there in terms of a dean's office?

Secretary Turner: Both ways. There are not so many of them. In some, the dean of students and dean of men were shown, and in others the dean of women was not shown at all.

Dean Wesley P. Lloyd (Brigham Young University): Speaking of our own institution. I sent that report down to the Treasurer of the institution to fill in. When it got back to my office, it looked like an amalgamated report. I am wondering if your figures in the questionnaire show in general, that the service is diffused in several things rather than set up this way.

Secretary Turner: I would not say that it showed confusion. The answers I got that I could use, were pretty clear.

President Findlay: Are there any other questions from the floor?

Dean Richards: In those institutions where the budget has gone up, how about the personnel?

Secretary Turner: The number of people employed in the office? That question was asked, but almost no one answered it. If it had been, I am sure it would have shown that the personnel did not keep pace with the budget for the number of students. As a matter of fact, we have the same. I have three assistants at the present time. I will have four next year. Dean Clark had three assistants at the time when the University had a little more than half the number of students that it now has.

President Findlay: A good many of the deans are using N. Y. A. help in their offices to a considerable extent. I have forgotten whether the questionnaire took that into account in the break-down of a budget. So, if a man were using N. Y. A. students, there would be no showing in the report to that effect.

Secretary Turner: No, and I suspect that that would make quite a difference in some institutions.

Dean Schulte: I do not know whether I am peculiarly interested in this or whether there is good sense in it. I wonder if it would be worth-while, and how difficult it would be to extend that information to get comparisons of the percentage of the amount of money spent for purposes of that kind on women and men, when we took into consideration women's colleges under state control, men and women's colleges, men's colleges, and so on, so we could get a more definite figure for the country-over as to the comparative amounts spent for men and women for a similar type of service in the various institutions?

President Findlay: Could your data be broken down in that fashion?

Secretary Turner: Not without getting the enrollment. We have no women's colleges here. We have co-educational schools here. 23 schools which did give us answers we could use, give us a very nice variety of institutions. We have big state institutions, little state institutions, one big private college, Dartmouth. We also have a municipal institution and a number of smaller institutions and some teachers' colleges. So, we have a good sample of institutions. I think it is a shame we did not get the material from the whole group, because it would have added to the significance of it. My one fear about this information is that it is too small a sample, but it is showing the way the wind is blowing all right.

Dean Schultz: What I suggested in my paper still seems to me, to be a pretty good suggestion, that this is something that we really should not leave alone, and that we should go farther with it. Again, I am not very keen about a lot of questionnaires, but if you had the data, say from three or four times as many institutions, you would have a demonstration of the significance of the computation.

Secretary Turner: It would be much better.

Dean Otis C. McCreery (State College of Washington): Before you can validly evaluate that trend, would you not also have to concern yourselves with a change in percentage in the registrar's office, and these other offices which are started? They have gone down too, have they not, in the same way?

Secretary Turner: Yes.

Dean McCreery: In other words, the experience in other offices is the same as in the dean of men's office.

Secretary Turner: Yes. For example, in 1910, the registrars made up 35 per cent of the total budget, and in 1939-40, they had gone down to 21 per cent. Now, our decrease is much greater. We show a thirty per cent decrease—from 43 per cent to 13 per cent.

Dean Schultz: It occurs to me that in a good many institutions there have been, more or less, separate promotion departments set up which might take away some of that, because the registrars originated promotion.

Dean Turner: Not only that, but here the deans of women in the same period went from 13 per cent to 6.5 per cent. They decreased fifty per cent.

Dean Hubbell: Has it not also been true that the matter of academic counselling is split up among members of the faculty now as advisers?

Secretary Turner: A number of them have. The employment office, the placement service, the housing division, and some of those things have been lifted right out of the dean of men's office and set

up as different offices. I do not see any special objection to that, especially if you can keep your hand in the separate offices in some way.

Dean Schultz: I think that this does not necessarily mean that these various offices and services have become separated from the dean's work, as it has been a sort of farming out of responsibilities and activities, and the dean, unquestionably, has his hand in a great many of these cases that appear to be entirely separate.

Dean Donald M. DuShane (Lawrence College): You do not have any way of telling from your figures whether a major part of this change has happened in the last fifteen years instead of over the entire thirty, do you? I suppose the major part of that has taken place from 1923 or 1925 until now.

Secretary Turner: It has come since 1930.

Dean DuShane: So the figures for 1910 and 1930 would show nothing like the changes we have now.

Secretary Turner: They are just about half way, in-between. As the number of agencies increase, the ones which were up at the top originally, show the proper decrease. Up to 1920 we had only four services mentioned. In 1925 we had eight services mentioned. In 1930, we had fourteen services mentioned. So, there has been this constant increase in the different services offered.

President Findlay: What is your pleasure, to continue the discussion, or shall we move on to a consideration of the point we left open this morning, the issue we tabled until we could have it mimeographed?

I hear no objections to discontinuing the questions. We will move on then, to the report on the military service. The resolution of the morning is mimeographed, so you can digest it.

What is your wish now in regard to the three paragraphs which you find on the sheet which J. B. is distributing? Is there some discussion?

Dean Postle: The last comma in the second paragraph seems to me to confuse the meaning there a little bit from what was intended. If that comma were removed it would read, "the National Defense Council recognize training in higher education as a fundamental part of his period of service." That is all one clause there.

Dean DuShane: We could take that comma out of there and put it two lines higher up, separating the causes covering what we recognize to be true and what we recommend be done. That comma would then come after the words, "human ability."

Dean U. G. Dubach (Oregon State College): Someone suggested that the word "training" in the fourth line of the second paragraph and used again in a slightly different sense in the next line, is a little confusing. The first word "training" might read "national defense," or some word that is a synonym, and that would make the statement

a little clearer. It would then read, "this Association favors that system of national defense," or whatever you please, and it would not confuse that word training with the word training which appears later on where it says, "the National Defense Council recognize training in higher education."

Dean DuShane: Is it necessary to have a motion to do that?

President Findlay: So far the motion is still on the table as we left it this morning.

Dean DuShane: I move it be removed from the table.

Dean Bruere: I second the motion.

President Findlay: All those in favor of the motion as stated, signify by saying, "aye"; those opposed, "no". The motion is carried. How was it left, Mr. Turner?

Secretary Turner: We had the resolution in its amended form.

President Findlay: The sheet you hold in your hands is the resolution in its amended form.

Dean Dubach: Why could we not in the first paragraph in the fourth line make it read as follows: "declares itself wholeheartedly in favor of an adequate system of preparation for national defense." Then, if we drop down to paragraph two, we could say, "this Association favors that system of preparation which recognizes." The word "training" would be out of both, and in the first paragraph, what we are really for its whatever preparation we need for national defense.

President Findlay: May I ask if you wish to put that in terms of an amendment?

Dean Dubach: I will make that in the form of a motion in order to get that before us.

President Findlay: Would you mind including that correction of a comma which was also given?

Dean Dubach: I will include that.

President Findlay: We have before us a motion to amend. Is there a second?

Dean Richards: I second the motion.

Dean Cole: Mr. Chairman, I think that is bad—"an adequate system of preparation for national defense." We might have the system and never have the national defense. I can get prepared to make a trip, but never make the trip. Why not have the adequate system of national defense instead of preparation for national defense?

Dean DuShane: It seems to me that national defense is the business of the army and the navy. That preparation is our business.

President Findlay: Is there any further discussion before the motion for amendment is put?

Secretary Turner: I think Perry makes a point, but I think it is splitting hairs a little bit. I see his point, but I do not get that conception of it.

Dean Hubbell: It seems to me that we are not committing ourselves to anything that is seriously objectionable. What we are doing is asking that consideration be given to the fact that higher education is in itself a preparation and that in any plan promulgated, consideration should be given to that. In essence, I think that is all we are saying. I think that is the spirit we are all feeling. I do not think that any one of us have our ideas seriously misinterpreted. Why can we not accept this as an expression of opinion, as it is, which is about all it amounts to, and let it go at that?

Dean Jack Croft (Utah State): I would like to get some clarity on that consideration. Am I to understand that a year's training in college, say in engineering, is to take the place of a year's training, compulsory military training, or am I to understand that we believe that the college student who is an engineer should go into engineering training under military compulsion? I personally cannot get much out of this except that we believe that there are certain fundamentals in college training that will stand a man in need in time of an emergency. But I somehow get the idea that we believe here that we should leave these men in college and train for those specific lines. I believe we would have to take them out of college and train them in a military way along those specific lines.

President Findlay: If there is no further discussion, all those in favor of the amendment to the original resolution, signify by saying, "aye"; those opposed, "no". The amendment is carried.

Dean DuShane: May I ask who sent these telegrams in the first place?

President Findlay: The one I got came from the Executive Secretary of the Association of American Colleges.

Dean Guess: Did you receive that as President of the institution which you are head of?

President Findlay: That is right.

Dean Guess: We, as an Association, have not been requested to make recommendations to our President.

Secretary Turner: It is the purpose, is it not, that we are not to send this to anyone but our own presidents?

President Findlay: That is why the first paragraph is worded as it is, I think. It does not say that any have been sent to us.

Dean Guess: In answer to your statement there, it says, "and that copies be sent immediately to the presidents of the institutions represented here, and to the National Defense Council."

Dean Schultz: I would like to raise the question as to the reasons

why this was placed before us. That was the judgment I understand, of one of the group meetings last night, that this Association should pass on that. We have had no request for an expression of opinion. I raise the question of whether we are in order. That is, this comes to the college presidents, and I wonder if as an Association, we become a group to act concertedly in advising college presidents in our institutions where our opinions have not been asked.

I am thinking of the intra-college situation. I wonder if we are called on for an expression. May I add that I thought this came to the President of the Association from Dr. Snively asking us for an expression of opinion. I will not raise a question on that point at all, but I am wondering if within our institutions we want to take back something we have originated here as a concerted action for all institutions represented.

Dean Moore: I think Dean Schultz is exactly right. This question has come up before the President of the University of Texas, and its Board of Regents. I am perfectly sure that the question has been referred to every president of every institution represented here, and this innocuous, meaningless resolution I am afraid is going to make us look more foolish than sensible, and I do not think there would be any less if we forgot the whole thing.

President Findlay: We can do it either way, because we still have to pass the amended resolution in its entirety. All we have done is to pass the amendment. We have not completed the job in passing the entire thing.

Dean DuShane: We advise students and parents and faculty, and I dare say practically all of us even advise presidents at some time or other, and there is nothing unusual in our doing that, but could not the objection which has been raised be eliminated if those institutions represented here which desire that it not be sent to their presidents, could be given that privilege? If any of us feel that we do not want to notify our own presidents about this, why could we not be given the opportunity to withhold that particular letter from the Association?

Dean Richards: I see no particular objection to passing this on to the presidents because I believe that in its present form it is so innocuous as to be meaningless. All we are saying is that we are asking that men be not taken out of college during their period of military preparation, and that college training be a fundamental part of training for defense service.

Now, I doubt if anybody in the United States would suggest that anything else be done. We are sidestepping the issue of military training in college. We simply say that we would like to regard this training as part of the defense program. In my mind, the opinion would be so unanimous on that question, that it is meaningless to pass the resolution.

Dean DuShane: From the newspapers I saw a week before I came out here, it seemed to me that this resolution is not nearly as innocuous as we might seem to think. We may be closer to some universal youth front than we imagine. We will not say that it is innocuous until it is proved so.

Dean Stromberg (Oklahoma A. & M.): I think if Dean Turner would insert his little comment that gave rise to this whole discussion last night about classification of individuals for war service, it might clear up the reason for this resolution. Would you do that Dean Turner?

Secretary Turner: As to the comments I made last night in our group meeting, we were talking there, and I suggested two things as my opinion: First, that I could go along with any plan to classify all adult individuals as to their proper place in a scheme for national defense; but secondly, I would like to see the step from there made without any hysterical reaching in to take men out of their normal way of living. I think it can be combined with their normal way of living rather than to say take all college men out for a period of a year for special training. Perhaps I am wrong with that. I wish Perry Cole would comment because he has had a lot of experience with this. But it seems to me that those of you who have R. O. T. C. units in your institutions know perfectly well that your men finish up the R. O. T. C. work, if they take it seriously, with a splendid military training. You also know that in some communities there have for years, existed companies of militia, companies of home guards and so on, which not only get a good deal of military training, but they have a high social standing right along with it.

I think that is truer in the East than it is in the middle West, but I cannot see why we cannot classify our people and begin to train them in the service for which they are best adapted, and at the same time, not completely upset our normal way of living. Am I right or wrong?

Dean Cole: That is the meaning of the resolution.

Dean Postle: I realize that this morning, our Committee as a group, was pretty sleepy when they attempted to phrase the resolution which you see here, and consequently, in its rather amended and devitalized form, it has assumed a more or less meaningless character. I do not, however, believe that the ideas of the Committee as they were fostered last night and later developed this morning, are something that we as college administrators dealing with boys who are going to be enrolling and are enrolling for college next year, can ignore. As I said last night, whether we like it or not, or whether we recognize it or not, the war has definitely come to our colleges today with an enlarged R. O. T. C. program and an enlarged aviation program, with the women's groups on the campus already organized into Red Cross functioning units, for us to sit back and say, 'We hope that the war does not come to America and affect the boys in our colleges.' It is here. It is affecting them whether we actually have a declaration of war or not. Like the men this morning, I do not think we are any

nearer to it than we were a long time ago. In fact, I think we are probably further from it now than we were three months ago. Nevertheless, the psychological influences on these boys on the campus today, are very definitely here.

Now, the opinion of the young men coming into the colleges today from these high school ages, is generally this: Why should we enroll in college when we are going to be in war anyhow within the next few months? That is what these boys are thinking. And further, they are thinking, will it not appear that I am a kind of a slacker if I enroll in an institution of higher learning, when I should go into the army with a recruiting program going on?

Consequently, I think we need to take a stand like this, to show, in line with what Dean Turner has said, that the things that we are doing, or attempting to do in our institutions of higher education, to develop men in the field of engineering, to carry on if necessary, a defense program in the field of agriculture, if necessary to feed an army, in the field of medicine if necessary to take care of military medical units, is a definite part of their patriotic contribution, just as if they were actually to enlist in the army. And if that thing is recognized by a National Defense Council, and an adequate statement of it made, then a young man can enroll in one of the colleges of our institutions with a feeling that he is making his optimum contribution in a patriotic way, and in fact more effectively than if he were to go down and enroll in the navy or army, a type for which there is a good deal of pressure being brought through the recruiting agents. That is the type of thing we were trying to get in this resolution. I think the men on that Committee will agree with me. If you want to send it back to the Committee, I think they are perhaps a little more awake by this time, and with a little mulling over, they could possibly make the resolution mean a little more what they intended it to mean, and more than the manuscript which you have before you.

Dean Helser: I see no reason why we should not pass the resolution of this kind, but I do not quite see why we should send it back to the presidents. I should like to propose another amendment to place a period after the word association in the third paragraph, and delete the rest of the paragraph. I so move.

President Findlay: You have heard the motion to amend the amended resolution.

As I understand the amendment, it is to put a period after the word "Association," in the third paragraph and delete the remainder of the sentence.

Dean Julian: I second the motion.

Dean Stromberg: I was secretary on the Committee on which I was not appointed this morning, because I had breakfast with them, but could I give an explanation on why that was placed in the resolution?

Yesterday when it was first called to our attention that Dr. Findlay

and also Dr. Zimmerman of this institution had received such telegrams, President Zimmerman said that he would certainly have to confer with our host, Dean Bostwick, before he filled out his answer or sent his answer back in telegraphic form, and the opinion of the Committee was that perhaps there were other college presidents who might be interested in knowing what the deans of men who are away from home, might think about this problem too, and that is the reason for the inclusion there. We do not want anything that is just added or dead weight in any resolution, but there should be an explanation of why it is added.

Dean Bruere: I would like to ask whether the Committee thought the thing through far enough to discover any real advantage of a liberal arts course to a system of national defense? It would seem to me that somewhere there should be included a little perspective in this that possibly even the liberal arts course has some real advantage in the distant future, even if it does not to the immediate necessities at the present moment. I would like to ask that as a question.

Dean Zumbrunnen: I thought before we adjourned this morning, that it was quite clear and my attitude was quite sufficient on this matter. But after looking over the proposed amendments, and after listening to this discussion, I am in doubt as to the wisdom of it as it has been amended or as further suggested that it be amended. I am not sure that I got the point a moment ago, but if I did, it would seem that my revised thinking about the matter shows that we have jumped in here and gotten over into an area and taken up a problem that was not submitted to us at all for consideration.

These telegrams have gone out to presidents of institutions. Now, I think we have gotten ahead of the hounds when we got in there to pick up those telegrams and begin passing resolutions and sending them to our presidents and to the National Council of Defense. Since the discussion has gone this far, I think a wise thing to do in the light of the discussion, is to send this resolution back to that Committee for further study and report back to the conference, and I so move.

President Findlay: The motion is out of order.

Dean Zumbrunnen: May I move the substitute for the motion now before the House, that this matter be referred back to the Committee for further consideration and they to report back to the conference?

Dean Wunderlich: I second the motion.

President Findlay: You have heard the substitute motion to refer back to the Committee. Is there any further discussion of this motion?

Secretary Turner: I think this is still a pertinent matter for the simple reason that three members of our own group have asked that discussion be given to this question of military training. It is not something that we have brought up out of our own minds or out of the telegrams. Three members asked if there could be discussion of this question.

President Findlay: The motion now, is to refer the recommendation in its present form back to the Committee. The motion was seconded.

Dean Cole: Might I ask one question? This Committee was appointed by one of the group meetings last night and not by the Chairman of the Convention. Since it has come up before the whole Convention, it ought to be referred to a Committee appointed by the President.

President Findlay: We have a motion before the House, however, to refer it to this particular Committee. Is there any further discussion?

Dean Schultz: If I may rise again, I still think that the one matter that has not yet been met is the matter of procedure. Just because we know from what has happened here, because of the presence of two college presidents, we learn that this telegram has gone to the college presidents, we make haste to answer that telegram for our own institutions. I think that is one point which we ought to take into consideration. As an expression of opinion, that is another matter. I think that is much more relevant.

President Findlay: Is there any further discussion of the motion? Hearing none, those in favor of the motion as stated, namely, to refer the matter to this Committee for further consideration and reporting back to the floor later, signify by saying, "aye"; those opposed, "no". The motion is carried.

Dean DuShane: May we have a show of hands?

President Findlay: As many as favor the motion hold up your right hands, (24); as many as oppose the motion, the same sign, (17). The motion is carried.

Is there any further business from the floor before I turn the meeting over to Dean Bostwick who wants to make some announcements?

Dean Moore: I would like to bring up a motion which I realize in advance, is absolutely without precedent. It is not, however, quite so controversial, I hope, as this matter which has occupied our thoughts for the last few moments.

We had a very unprecedented thing occur in this hall this morning. We had a man appear on the platform, introduced in a typically "Nowotnerian" fashion, who started out by compelling our attention, and ending up by securing our absolute agreement in one of the most magnificent, inspirational addresses to Deans of Men that it has ever been my privilege to hear. This man, who spoke to us as a businessman, as a father, as a friend of education, brought us a most wonderful inspiration to continue courageously with the best features of our work, and we can never repay him in a thoroughly adequate way for the service he rendered. He brought us into the most intimate sanctu-

ary of his own personal life, experiences, and thinking, backing that message up with a lifetime of the sort of service that we ought to want to render, and for recognition of the contribution H. Roe Bartle of Kansas City has made to this Association, this National Association of Deans of Men, coming in from the outside, and bringing us the type of inspiration we have looked to our older members in past years to bring us, I would like to move that we make H. Roe Bartle an honorary member of the National Association of Deans of Men in partial recognition of his splendid service.

Dean Cole: I second the motion.

President Findlay: Is there any discussion? I hear none. As many as favor the motion signify by saying, "aye"; those opposed, "no." The motion is carried unanimously. Do we call him Dean of Men at large? (Laughter)

Would you bring this matter to the attention of the Association, Fred, that you spoke of to me?

Dean Turner: I may have simply forgotten something this morning, but am I not correct, John, that you introduced a resolution which was just introduced and no action was taken on it in regard to the cooperation with the United States Placement Office?

Dean John E. Lawson, Jr. (University of Pennsylvania): I reported the resolution of the group.

President Findlay: We did not go any further with it. I think that resolution ought to be reread and considered at this time. The question is whether that group wishes to put that resolution before the group, that is, before the entire Association.

Secretary Turner: It was the recommendation of your group, was it not?

Dean Lawson: Yes.

Dean Mallett: I think that resolution should be referred to the Resolutions Committee and if they feel it worth-while to bring it up with the resolutions which we will take up at that time, they can do it at that time. I so move.

President Findlay: The motion is to refer the matter of cooperation on placements to the Resolutions Committee.

Dean Lawson: I second the motion.

President Findlay: Is there any discussion? Hearing none, as many as favor the motion as stated, signify by saying, "aye"; those opposed, "no." The motion is carried. Will the Chairman of the Committee on Resolutions please take note.

Is there any further business from the floor?

....Announcements....

President Findlay: If there are no further announcements, the meeting is declared adjourned.

....The meeting adjourned at three-thirty o'clock....

BANQUET SESSION

FRIDAY EVENING, JUNE 28, 1940

The meeting convened at eight-forty-five o'clock, President Findlay presiding.

President Findlay: Guests, "Deanesses," and Deans: As Toastmaster for this banquet, I have the pleasure and the privilege of introducing to you our guests. The gentleman whom I am to introduce first is a man with whom the deans are already well acquainted, inasmuch as he extended to us the keys to the city at our opening meeting. The Deans' wives I think are not well acquainted with this man. On the other hand, the wives I believe are well acquainted with his wife, but the deans are not acquainted with her. (Laughter) So I will make a double introduction at one swoop.

Judge Sam G. Bratton is the Judge of the Circuit Court of Appeals, the Tenth District. He is also the head of the present Board of Regents at the University of New Mexico. I wonder if Judge Bratton and Mrs. Bratton will not stand for a moment and take a bow, and let us have a chance to see and know you. (Applause)

A little later in the evening I understand that this very interesting booklet will be placed as a gift memento in the hands of every dean here—a gift directly from the University and from Dean George P. Hammond, the author of this pamphlet. It is my pleasure and privilege to introduce Dean and Mrs. Hammond. Dean Hammond is Dean of the Graduate School at the University of New Mexico. (They arose, and the audience applauded)

The next two people that I will introduce to you are not guests. They are part of the deanly proletariat, but they are distinguished in their own right, in this way: Some weeks ago when we were working out the program for this Convention, I wrote a letter to this young man, a sort of Macedonian call for help, and asked him if he would not take a certain part in the program. He called me long distance from Alabama, fortunately not collect, and said, "Is there not some way that you can excuse me from this responsibility? I think that when you understand my situation you will have mercy." He said, "In a few days our commencement will be on, with added responsibilities attached thereto. Immediately after commencement I will be married, and immediately after that we will take a honeymoon. Therefore, will you not please relent and let me take a place on the program a year hence, if necessary?"

I therefore have the pleasure of presenting to you the latest member of the deanly fraternity to enter the bonds of matrimony—Dean Newman, and his wife, Mrs. Newman. (They arose, and the audience applauded)

Dean Newman: If you check your record, you will see that there

is one later, though. (Laughter)

President Findlay: I stand corrected, and there is a very interesting story, I understand, connected with this error. The dean in question, having recently become married—more recently than our friend from Alabama—started Westward, and having arrived at some town to the north Albuquerque, and being interested in securing better transportation than he had provided himself with thus far, he cast two-bits into a lottery and came out with a new Oldsmobile. May I introduce the latest—the real latest—in our ranks, Dean and Mrs. Hampton, from Illinois. (They arose, and the audience applauded)

Two days ago there came to this Convention a man who is not a dean of men, and who is not personally acquainted with many of the members of this Association. This morning he lifted the membership of this Association to new spiritual heights and gave us new vision. This afternoon the members of this Association voted for him—by unanimous action—an unprecedented recognition. The official action of this Convention is to be announced to Mr. H. Roe Bartle of Kansas City by our efficient Secretary-Treasurer, Dean Fred Turner of the University of Illinois. Dean Turner.

Secretary Turner: President Jim, I have here a transcript of the minutes of this afternoon's meeting—not the whole afternoon's meeting, but just a small section of it. This was a motion presented at the Friday Afternoon Session of the National Association of Deans and Advisers of Men, on June 28, 1940:

Dean V. I. Moore, of the University of Texas, made the following statement:

"I would like to bring up a motion which I realize in advance, is absolutely without precedent. It is not, however, quite so controversial, I hope, as this matter which has occupied our thoughts for the last few moments.

"We had a very unprecedented thing occur in this hall this morning. We had a man appear on the platform, introduced in a typically 'Nowotnerian' fashion, who started out by compelling our attention, and ending up by securing our absolute agreement in one of the most magnificent, inspirational addresses to Deans of Men that it has ever been my privilege to hear. This man, who spoke to us as a businessman, as a father, as a friend of education, brought us a most wonderful inspiration to continue courageously with the best features of our work, and we can never repay him in a thoroughly adequate way for the service he rendered. He brought us into the most intimate sanctuary of his own personal life, experiences, and thinking, backing that message up with a lifetime of the sort of service that we ought to want to render, and for recognition of the contribution H. Roe Bartle of Kansas City has made to this Association, this National Association of Deans of Men, coming in from the outside, and bringing us the type of inspiration we have looked to our older members in past years to bring

us, I would like to move that we make H. Roe Bartle an honorary member of the National Association of Deans of Men in partial recognition of his splendid service. (Motion seconded and carried)"

Mr. Chairman, I can say to you that, from the records of our Association, this has never happened before. We have at the present time three emeritus members. We had no honorary members until this afternoon, and we now have one honorary member. (Applause)

Mr. Bartle: President Findlay and Dean Turner, Ladies and Gentlemen: I must confess that I am somewhat overwhelmed. About all that I can say at this moment is simply this: I have enjoyed two very delightful days, which to me will always be a rich experience. I have had the privilege of rubbing shoulder to shoulder with men of character and men of vision and men who were determined to fulfill their responsibilities in full measure. I have been associated with men who are thoroughly consecrated to the job of building men. I appreciate more than I can tell you gentlemen the honor which you have given me on this occasion. I pray that I merit it, and I assure you, Mr. President, and all of your colleagues, that I am yours to serve if you will but command me. (Applause)

President Findlay: I said this afternoon, and I repeat it again—we are glad to have Mr. Roe Bartle as our Dean of Men at-large. (Laughter)

Mr. Bartle: You will admit, Mr. President, that I will add considerable weight to this organization. (Laughter)

President Findlay: Twenty years ago, when I was an undergraduate at Grinnell College in Iowa, we had no dean of men at that institution. As an undergraduate, I heard rumors from an institution further north, in the same state, of the excellent work being done by a dean of men there located—a dean who was known so widely among his students on his own campus for his fair dealing and his understanding heart that his reputation reached out beyond the borders of his own campus to ours.

After graduation, I was out a few years, and then came back to that same institution as dean of men, and then I found that I naturally turned my eyes in the direction of this same man for counsel and advice, as did other deans in the State of Iowa, so that in due time there was a loosely-knit organization, you might call it a state association of deans, that rather infrequently met together. I recall very definitely that one of the voices raised in these same meetings that was listened to always with care was the voice of the man whom I shall next introduce to you.

But this man's prestige was not only strong in his own campus and abroad in the commonwealth of Iowa, but his prestige and interest had a national scope, as evidenced by this: At the first meeting of the National Association of Deans and Advisers of Men, held at Madison,

Wisconsin, on January 24 and 25, 1919, 7 men, and only 7 deans, were present: Scott Goodnight of Wisconsin; E. E. Nicholson of Minnesota; Robert Rienow of Iowa; Professor Leslie Reed of Iowa State Teachers' College; Professor M. W. Smallwood of Syracuse University; Professor L. A. Strauss, now deceased, then of the University of Michigan. Of these 7, this man is the only one with us tonight. His interest has been unabated in this work from 1919, when the organization was started, to the present moment.

I therefore take great pleasure in presenting to you the only one of the original old guard present, Dean Leslie Reed, Iowa State Teachers' College, Iowa. (Applause)

Dean Reed: Mr. Toastmaster, President Zimmerman, Ladies and Gentlemen: As I looked out over the gathering this afternoon up there in the hotel room, I missed Goodnight and Rienow and Nicholson and the others, and I felt like an antique piece of furniture. Your Toastmaster tonight has extended to me a distinct honor in re-classifying me as an heirloom. There is a difference between an antique and an heirloom. An antique is a piece of furniture you shove away and forget about. An heirloom is a piece of furniture that you brush off occasionally and bring out to show your friends. (Laughter) I certainly appreciate that distinction tonight.

We have watched the work of the Deans of Men with a great deal of interest, through all these years. We have had some little influence, I think. Otis McCreery, for instance, is one of our students. I am not responsible for him now, since he has become a dean of men, however. Turner here, sitting by my side, attended one of the early meetings, his first meeting, not as a dean of men, but as a chauffeur for Dean Thomas Arkle Clark. (Laughter) Dean Clark said at that time, "I am training a young man whom the colleges of the states will honor," and we cannot help but recognize him tonight in the work he has done.

I might go on and enumerate the people who have come under our acquaintance and observation during these 22 years. I wish to say this, because you have others on the program tonight that you will want to hear: I think that the colleges and the young people of the United States are in safe hands. I doubt if there is another group of men in any other line of work or any other profession that will rank with the deans of men of the colleges represented here in this Association.

Now, I have the same confidence in the young men whom you are directing. I have worked with young people now for 50 years. That sounds like a long while, doesn't it? I think that we have the finest group of young men in our institutions today that we have ever had. It is true that they have come up under rather hard experiences. I will not take the time to go into those conditions. You are all aware of

them. But I know the spirit, and I know the ability, and I know the sportsmanship of the young man of our colleges, and God is in His Heaven, and all is well with the world.

Thank you. (Applause)

President Findlay: Thank you, Dean Reed, for those words.

We referred to the old guard. Dean Reed has also referred to the fact that there are faces missing from our midst tonight that we would well like to have here. But they are not entirely missing us, because I have in my hands communications from some of them.

We would like to have had Scott Goodnight with us during this Convention, to hear again his pungent criticisms of the Association and individuals within it. Some of you men well recall that classic speech that he once made that brought us out of our doldrums and set us once more on our way. I have here a telegram from him, which reads as follows:

"CORDIAL GREETINGS AND BEST WISHES FOR A HIGHLY SUCCESSFUL MEETING OF THE NADAM, AND SINCERE REGRETS FROM AN OLD TIMER AT HIS INABILITY TO BE PRESENT. S. H. GOODNIGHT." (Applause)

Of the original seven, we have heard from Dean Reed and Dean Goodnight. I have here a letter from a third member of the original seven, Dean Nicholson of the University of Minnesota, which reads as follows:

"My dear Dean Findlay:

"I cannot tell you with how much regret I wrote my recent letter to you stating that I would not be able to get to the meeting at Albuquerque. I have not attended the meetings for the last few years as I have felt it was more important and more valuable to the younger men to have the opportunity of attending the meetings than for myself, and it has been impossible to obtain funds for more than one person. I had hoped to send Mr. Geddes to the meeting this year to represent me, but due to shortage of funds the request was not approved. I shall miss very much the pleasure of seeing and talking with my many friends who are members of the group. I know from my own past experiences at the meetings that they are exceedingly enjoyable and that many concrete and constructive ideas are brought away from the meetings. I should like to be remembered to all of my friends and have them know that I had looked forward to being with them and found, much to my regret, that I could not make it. I would appreciate it very much if you would express to the meeting, if you have an opportunity, my regret and my very best, finest wishes for a successful meeting and for the success and happiness of

each of the members. I should like to have everyone, particularly of the younger men, feel as proud as I have felt of the work which we are doing individually. It is not always appreciated, but those who understand the work and are in contact with it do appreciate what these men are doing. There are many closely allied lines of work, but in my judgment none of them can take the place of our personal work. All of the different lines can be of great aid to us, of course, but from my observation, extending over a number of years, there is no other form of work which can actually replace ours. It is a source of pride to each and every one of us who has the opportunity to work in this particular field.

"Again, I should like to express to everyone present my wish that this may be one of the happiest and most successful meetings held in the many years that the Association has been in existence.

"With best wishes to you and to all, I am

"Sincerely,

(Signed)

"Edward E. Nicholson,

"Dean of Student Affairs" (Applause)

Now there are two other communications from men who were not of the original 7, but men who have endeared themselves very much to the hearts of the members of this Association. This one is from George B. Culver, Dean Emeritus of Stanford University

"Dear Jim: The always efficient and helpful Fred Turner has asked me to send you a letter to be read as a message to our annual banquet. It appears from Fred's letter that there may be a 'scarcity of veterans'—therefore this letter has been requested.

"I wish I might be present in person at the banquet. I feel quite certain I would find there a goodly number of veteran friends and companions who have had a much longer and more active service than I in the creation and development of an organization that has brought so much happiness and satisfaction to each one of us who cherishes its friendships.

"I was very much of a 'lone wolf' when I began my work as Dean of Men at Stanford. There were no other Deans of Men in the state, or in nearby states, so far as I can recall. There may have been one or two in the Northwest but if so I had never seen or heard of them. Therefore, it was with a whole lot of trepidation that I presented myself at my first convention at Minnesota. Everyone there was a total stranger to me, both as to name, appearance and University affiliation.

"I shall not attempt to name the individuals who for some reason or other were gracious enough to admit me into the inner circle of their friendships. It was a wonderful experience at the time and I am happy to state that those first friendships have been greatly cherished and multiplied as the years have passed. They have meant more to me than I can ever attempt to set forth. From time to time I have tried to

repay my obligation by extending to the newer members of our organization at least some degree of the friendliness that has meant so much to me.

"It is easy to criticise or to form prejudices but it takes considerable living, as well as a sound and unselfish heart, to develop that friendliness that is large enough to be devoid of selfishness. It is the one fundamental attribute that can be received and will continue to receive more inspiration at our conventions from the personal and informal friendships he makes with his fellow members than from the discussions of some exhaustive presentations of more or less academic problems.

make the Dean's office of greatest value to the young man for whom he plans and works.

"I believe that every member of our organization has re-

"It is much better to know men's hearts than their minds.

"I owe much of the happiness that has come to me in my work as Dean of Men at Stanford to the wonderfully generous friendships which the National Association of Deans and Advisers of Men has given to me. It is and was a friendship which helped me to be a friend to my own young men. I like to realize that this spirit of friendship and cooperation has helped many a member of our group to extend to his own students an equally constructive friendship. For everyone needs wholesome friendships if he is to make a worthwhile evaluation of his best as well as his weakest points.

"We should never think of our offices chiefly as positions of great power or great authority, but rather as affording us opportunities for greater service in assisting young men to realize their most worthwhile possibilities.

"Few if any men look forward to a fixed retirement age with any spirit of real elation. However, speaking from my own experience as 'Emeritus Dean' I have found my friendships have a spiritual value that helps greatly in a world where material things frequently display such uncertain fluctuations as to intrinsic values.

"Even in these fearful days I feel it is our duty and privilege to find and develop in our country and its people, and especially in our colleges and universities, the spirit of friendly and cheerful cooperation. Just how long any of these conditions may last; just how long any of us can continue to be happy enough to make others happy too, is a matter that you as well as I cannot answer. Perhaps our younger men may some day know or make the answer. Youth is not too easily dismayed or discouraged. Youth has its dreams and its visions but it also faces its realities quietly, resolutely, and with confidence.

"I have written of friendliness and tolerance, but I feel that we will not survive as a free people unless we develop and maintain the most rigid form of intolerance toward those who seek actively or inactively to destroy our American Democracy. Our homes and our educational institutions have had their share in developing the physical, mental, and moral fibre of our youth. Our Republic will always need this help if it is to survive.

"With cordial greetings from California,

"Yours,

(Signed)

"George B. Culver"

(Applause)

And now this brief letter from the "Grand Old Man" of the National Association, Stanley Coulter:

"My Dear Dean Findlay:

"I am sorry distances are increasing and dimmer vision makes it impossible to take the trip to this year's meeting. Will you however, as President convey to the deans collectively, and individually my genuine regret at not being with them at such a fascinating spot.

"I have attended no meetings that have been as helpful and inspiring to me, nor have I associated with any group of men among whom I have found warmer friends.

"In no group have so many courtesies been shown me.

"Perhaps my absence is a gain for the Association as I always talk more than I ought to, to you. So, to you Deans and Advisers of Men my heartiest good wishes. I hope that next year you will meet nearer to where I am anchored and I can meet you again face to face.

"If any care to know it, my address is 3201 North Meridian St., Indianapolis, Indiana. I hope all of you and each of you will reach my age—87 years, for every year has been a happy one to me and would be to you.

"Sincerely and very affectionately,
(Signed) "Stanley Coulter"

Before you applaud, as I am sure you will, you will recall, those of you who have heard Stanley speak, that there were certain lines that were very dear to him, and he has made them very dear to us. Vic, would you give us those lines again?

Dean Moore: All of us who heard Stanley Coulter quote what he said was a bit, heard him say he never knew who was the author of this, but those words sank into my heart, and they have sunk into yours, and they preached a sermon to me many times. Here they are:

"I never cut my neighbor's throat,
My neighbor's gold I never stole;
I never spoiled my neighbor's land,
But God have mercy on my soul;

"For I am tortured day and night
By thoughts of things I have not done—
Of unattempted loveliness;
Of crowns of valor never won."

President Findlay: Now, a hand across the miles to Stanley.
(Applause)

My next responsibility is not to introduce one of our chief speakers this evening, but to introduce the introducer, Dean Wunderlich of the University of Idaho.

Dean Herbert J. Wunderlich: Mr. President, Distinguished Guests, Fellow Deans, and Ladies: My feeling is perhaps not unlike that of the young Navajo warrior standing on the threshold of a medicine tent, tingling, timid, and grateful at being admitted to the inner sanctum of the medicine men.

I have traveled 1,500 miles to meet and know and introduce one of my neighbors who lives over 500 miles away. He is a Dean of Men, often defined, whom I would like to re-define perhaps humorously as a person who does not know enough to be a professor, and who talks too much to be a president. (Laughter)

We deal in monumental things in the Pacific Northwest. I suppose it is tradition since Paul Bunyan logged off North Dakota for the King of Sweden with Babe, the Blue Ox, and was asked by old man Puget to take the Sound. He took Babe across through the Rockies, knee deep in rock, cutting the foundations for the great Columbia, where rolls now the Oregon, as it has been said in poetry.

We have one monumental figure over on the Pacific Coast working with men. He is serving nigh onto his third decade of work with you. I would like to present not only this monument in the work of deans of men, but his co-worker, his wife, Dean and Mrs. Dubach of the University of Oregon State College. (Applause)

Dean U. G. Dubach: Mr. Wunderlich, Mr. Toastmaster-President, Honored Guests, Ladies and Gentlemen: I feel just a bit distressed to represent Oldsters tonight. Some of these young fellows present I find have served just about the number of years I have. But hearing the reading of these letters from these wonderful older men, I recall when the office of Dean of Men was created at Oregon State College, and somehow or other I was called.

To learn as much as I could about the work, I visited Wisconsin and one of my colleagues, Scott Goodnight. Then I traveled down to Illinois, and sat at the feet of that wonderful first Dean of Men. Then I moved down to Purdue and sat with that other wonder, and then to Minnesota and Iowa, and so tonight I feel in the presence of the great.

I want to speak very briefly tonight, representing perhaps the Old Guard, but I am telling you young bucks I am going to be around here a long time. (Laughter) I want to represent them differently than Dean Coulter would have done. I could not do what he did if I wanted to. And then in this meeting we have been on two mountain tops—this one today with Bartle, and the one with the absent member Bradshaw yesterday. So what I shall say tonight will be entirely different than I had planned. I am told I shall speak primarily to these young fellows here tonight, and I am very willing to do it.

I am going to come down out of the clouds and give you a little bit of what I think I would like to know if I were starting as Dean of Men, and what I would most want. I am wondering whether the other deans have the experience I do as they sit across the table from a boy. I always wonder what I would want the Dean to say to my boy if I

had been fortunate enough to have one, and he were sitting across the table. When I get into that situation, I am tremendously concerned every time I speak to any lad.

And so for these young fellows tonight, I should say there are three groups or three people for which each of us must get ready. There are really three outfits that we have to handle.

The first one is the dean of men himself. I am a little bit concerned when I hear such good things about us. I am a little bit afraid that we are going to get chesty and think we are more important than we are. I think we need a little humility along with all this bragging that we do. So, as I speak, I am going to take a chance on repeating one sentence that someone said this morning, and I am not plagiarizing him because I said it before he did. I took this card out of a lecture that I have. (Laughter)

The other day I gave an address to the Rotary Club on personnel work, and the beginning of my address was like this: "I think personnel workers are in grave danger of taking themselves over-seriously. They seem to want to do everything, and decide everything for the boys and girls." They are frequently anxious to make cases of these youngsters, and get them to think they are different than the rest of them. I think personnel workers should give the boys and girls the tools or the rules and let them do the solving themselves. I think we should tell them that the problem with most of them is just ordinary ability, an ordinary head on ordinary shoulders. Sometimes we have to tell them there is a little less than ordinary between the ears. (Laughter) And that is not so bad if you are willing to admit it and then go to work.

Then I think that deans of men have to encourage some and kick others, and even swift-kick some. I think youth has to be made to feel that the job is primarily theirs, and not that of the dean of men. I think the sooner we do that, the sooner we are going to make more men and less coddlers. I think also, Fellows—and I am talking to the men only, now—we have to remember that the principles of right have always been the same, and they are not going to change; you are not going to change them and neither am I. I am always amused at some of these young Ph. D.'s and some of the older ones who are not very well educated (laughter), who discover something wonderful and write a book and make an awful fuss about it, and if you open the Bible you can read it all in one sentence. (Laughter)

I think we have to find out pretty suddenly that wisdom did not originate with this generation. All we have to do is to take those wonderful principles that have been in existence since the beginning of the world and apply them, generation by generation, with new rules. I think the Judge here will admit that the principles of law have always been essentially the same. We change the rules of law generation by generation as conditions change, and God knows we ought to

learn after a while that the principles of right have always been in existence, and all we need to do is change the rules generation by generation to make them fit the conditions as they are now.

Let's not get excited about these great ideas that somebody promulgates. I do not mind saying, Fellows—and you women can listen in on this if you want to—I have not much use for a lot of these new trinkets that we use around college. I do not think you can put men through a course of examinations and pigeonhole them. I do not think God made men for that purpose. Jesus himself did not attempt to change the law. He said so. He did not come to change the law, but to fulfill the law, and you and I ought to get that humble so we can do that ourselves.

Now, then, the next outfit you have to deal with, after yourselves, is the faculty (laughter), and I am tremendously concerned about them. If I were starting as dean again, I would surely get ready to give those fellows an even fight. As a matter of fact, I would try to get one lap ahead of them and stay there. So I should say to the young deans, above all other things, let's get our academic preparation to where nobody can make us take water. You cannot fight the boy's fight in your office with the boy, if you have a faculty man on the outside who regards you as an underling. He is going to say something to some fine youngsters some day in a careless way that will undo everything that you have done in many a year, unless you are his equal or a little better.

I do not mind saying if I were preparing to become a dean of men I would probably not take personnel work in college. I would take engineering or science or anything, except personnel work. Then I would get around and learn to know boys, and we would go to it. But I am tremendously concerned about that academic equality on the part of deans of men with the best men on the staff, because unless you can meet them on their level, they are going to get you some day.

The other thing I would do, if I were a young dean of men, or one 87 years old and still on the job, is some teaching. I would be making the boys believe that I could teach as well as any man on the staff. If I did that, when I have undertaken the boy's problem I would understand the faculty, and the faculty man would not get ahead of me in the game. I am tremendously concerned about that. If I could control the faculty on my campus, I would forget all about the boys. The boys would be wonderful. They are wonderful anyway if nobody spoils them. (Laughter)

The third group, and the group with whom we are going to do our work directly, is the boys. I agree exactly with what this man said about the boys of this generation. They are perfectly wonderful. There is just one difference between the boys now and the boys in my generation, and that is they are more dangerous than I was, and there is a reason. In this personnel talk to the Rotary Club, I said the boys know

too much now, even though much of it isn't so. (Laughter) Incidentally, the same thing goes for the oldsters. But the boys do know so much now, and I do not mind saying that everywhere I go, I would like to get at a lot of these oldsters because they are placing in the hands of youth today dangerous weapons both in material goods and ideas, and we have to watch them.

Second, they have so much. I would give anything if parents would take a lot of things away from the kids. Third, they go so much. Fourth, they do less. Half of the boys that come to the average college never have done anything but operate a thermostat. (Laughter) And you expect those youngsters to "go get 'em." They cannot do it. And the terrible thing in this mechanical age is we have given these kids everything but restraint, and that is bad. We do not exercise much ourselves—even deans of men and their wives. If somehow or other we could cut out of this generation all of this galloping and this damnable liquor, we could make men. What we have permitted to come back to our country, and to get to youth, distresses me terribly. The careless attitude of women to the liquor question adds to the seriousness of the situation. Many are presuming that to be modern means to partake. When parents will give cocktail parties for their high school daughters before they go to dances, and then send them to college and expect us to take care of the situation, it is manifestly unfair to colleges and presidents, deans of men and deans of women. It is high time we told them. The problems of today are no different than any other day, except, as I said a moment ago, we have given them such dangerous tools, and we have not given them the restraints. You cannot laugh that off, and you cannot answer it.

Now, as Dean of Men, there are two things that I am tremendously concerned about when we come to the students. I am not so much worried about housing or social events or fraternities or dances, as I am with what motivates youth. I would like to create an attitude, and I would like to see every boy and every girl with a great urge to accomplish, coupled with an unselfish spirit, and then everything else would take care of itself. I have seen too many of our boys who could not afford to live in a boarding house even, who are today in high places, for me to get much concerned about the details with which we commonly concern ourselves. If I had time to give you a lot of stories I would bring them to you quickly, but I cannot do it. I am thinking of a boy now that I met one night down on the coast at a commencement, who last year took his Doctor's degree at Wisconsin. He never could afford to live in a top quality boarding house or own a tux, but he had a real drive. What a wonder he is. If I could create that great urge in all of them, then I would be satisfied.

I always think of that wonderful football coach. Years ago when I talked to high school boys, I asked, "Which school would you go to, to play football?" We would almost always end up with Notre Dame and Rockne. That was when he was still living. I recall what he said

to his team one day. He said, "Fellows, you are physically fit. Your trainer has approved every one of you. I know you are mentally prepared, because I know in the school practice you had the right training. But, Fellows, I do not know what is in your hearts. If it is in your heart to win, you will win. A man who will not lose, will win. Go out and play football." That is what I want in every boy, and then all of these other questions will answer themselves.

The second thing I want of young men is this: In this generation we shall dignify what we call the commonplace. I am tremendously concerned every year as I start on my commencement tour, and pick up some papers which say, "Now in a few days we are going to have the commencement, and we are going to graduate a lot more men to handle gas stations." I do not know any particular reason why a man who sells gas should not have had a college education and enjoy beautiful music and beautiful art and literature. Why shouldn't he? I think he should, in this great democracy. If we are going to preserve democracy, it has to be done today. Occasionally I wish some of these gas station keepers knew how to keep a clean rag. (Laughter) You see it would be wonderful.

I do not know any reason why the man who sells groceries to Mrs. Dubach and me should not enjoy the same literature and the same music and art that we do. Why shouldn't he? Why shouldn't we somehow or other say to the boys and girls, "Everything that needs to be done ought to be done by the best man or woman, the best-trained person possible," and it is wonderful, I say to my boys, to be a ditch-digger if you will love it and dig the right kind of ditches, because you will save the health of the people. That is what I want.

Now let's summarize: As a dean of men I want to see if I can control myself first. Then see if I can be even with or one lap ahead of the faculty, so I can get them to play with me. Then if I can line up the boys, and give them the right attitude, and a great respect for the things that the common people do that have made our country great, what a wonderful job I would have. And the rewards—what are these?

Anybody who has been around a college a long time immediately thinks of those boys that are his. In my 27 years at Oregon State, and I never taught in any other college, I am having the sons and daughters of my first boys and girls come back; and a little while ago I had the opportunity to help elect as my president, one of my boys who will begin to serve our college July 1. What a fine thing it is going to be for me to be Dean of Men for one of my boys. Oh, it is a great job, if we do it well, and the rewards are there.

The other day I picked up one of my books, and read this, by Edwin Markham:

"There is a destiny that makes us brothers;
None goes his way alone;
All we send into the lives of others,
Comes back into our own."

Thank you. (Applause)

President Findlay: Next, I have the privilege again of introducing an introducer; a man, however, who certainly needs no introduction to this group—none other than our genial host, Dean Bostwick, who will introduce the man through whose kind offices we have enjoyed the privileges of the University of New Mexico. Dean Bostwick.

Dean Bostwick: President Jim, Fellow Members of the League of Deans, and your Managers (Laughter): It is a happy privilege for me at this time to introduce first, not the speaker, but the speaker's manager. I want to introduce to you a woman who has been to us and who is to every student on the University campus a real inspiration—Mrs. Zimmerman. (She arose, and the audience applauded)

Now it makes me very happy to have the chance to introduce to you a man who has been really 100 per cent back of everything that I have ever tried to do on the campus of the University of New Mexico. He is a man who has been with the University now for about 15 years, and has built the University from a very small institution. It is not large yet, but it is, compared to what it was when he came here about 15 years ago.

He has told me many times that one of the regrets that he has about being the President of the University is that he was compelled to give up a lot of the work which I am trying to do now. He used to be Dean of Men, as well as President, I understand, and I think from what I have heard that he has done a mighty good job of it. I had a young fellow say to me today—one of the younger embryo deans, shall we call it—"It seems to me that your President would be a fine fellow to work with." I told him that I never could wish him any better luck than that he might become located in an institution where the President is so thoroughly in sympathy with the things he is trying to accomplish as President Zimmerman has always been.

Now I introduce to you President Zimmerman, who has promised to talk to you on the subject of what he thinks of the Dean of Men, and he promised also to leave me out of it. (Laughter and applause)

President James F. Zimmerman: Dean Bostwick, President Findlay, Deans of Men and Wives of the Deans, Ladies and Gentlemen: I am making a fill-in talk this evening. Your original program, called for an address at this time and by one of the 7, Dean Nicholson, and I felt when, at a late date, Dean Bostwick and President Findlay asked me to fill in, that it would not be appropriate on this occasion for me to give a written paper setting forth my views of the office of dean of men. I know that you are busy. I sat one whole day through your conference yesterday, and know that you are busy and know that you have heard speeches and papers like the one on the philosophy of the Dean of Men, read yesterday; like the great address of Mr. Bartle today; and so I thought that I might just ramble a little bit at the beginning and then summarize with two or three points that convey

briefly and rather inadequately my view of a dean of men.

But I did not notice in your meeting yesterday that you were getting off into the field of research. I turned through that large volume that was presented in the form of a bibliography of your profession, and I thought, "Now, look out; these deans are pretty soon going to be over in the academic field altogether and maybe lose that great personal influence that they have had and that is the chief function of their profession." I said maybe you would; I do not know. And then I thought I had better look at some of that research, and I went back to the library and picked up a volume that was written by your distinguished President, Dean Findlay, in 1938, and I found out in that volume that this profession grew out of three other professions: First, the military; second, the ecclesiastical; and third, the academic.

Then I said, "Now this research business has to stop pretty soon, because the next thesis that I pick up will probably be one on Deans of Men— explanation of our lack of military preparedness (laughter), or the decline of the church in its relation to the rise of the Dean of Men (laughter), or even possibly a subject like the downfall of the academic tradition since the uplifting facilities of the Deans of Men. I do not know where this research may end."

But I also got this notion of research as it applies to your profession: Now, I cannot say, Dean Findlay, that this is in your book, but it is in one of those surveys, and it said that it was discovered that 87 per cent of you were solely responsible to the President of the institution in which you work, and I just knew that that was not so. (Laughter) I said, "It is a typographical error; 87 per cent of the Presidents are responsible to the Dean of Men." Otherwise, why am I talking on this program tonight? (Laughter) You want to avoid letting these errors creep into your research.

I also noticed in some of the research material that you were a group of people about 40 years old as a profession; that you drew in salary from \$1500 to \$10,000 a year. I did not know whether to believe that or not. (Laughter)

Then I read that back in 1783 the functions of a Dean of Men began on the campus of Columbia University, and I said, "It can't be. A job that would pay \$10,000 a year wouldn't go begging for a century." (Laughter) It just couldn't be. Then I noticed a little farther on that in the historical evolution of this profession, you do not have anybody down in Latin America yet, you have nobody over in Europe that represents your noble profession. There is a great field for pioneering there.

But you are 40 years old; your office has a fine record of tenure. You beat the presidents of the institutions by far in the permanency of your tenure. Your average length of service is stated to be about 10 years at the present time, and I think that the average term for presidents is about $6\frac{1}{2}$.

I had the very great pleasure of reading your annual report of a year ago, 1939, and right here I am going to violate my agreement with the Dean, our own Dean Bostwick, because he has already violated his agreement with me. He promised me the distinguished privilege of welcoming this group of deans, and then there came some kind of influence into the picture, and when I got down to the meeting yesterday morning to welcome you, I found the Chairman of my Board of Regents already there extending the welcome to you. (Laughter) I do not know how that happened. There must be disloyalty somewhere—a fifth column, or something.

At any rate, on page 26 of your report last year, Dean Bostwick, in his own words, said that he tried to find this job at the University of New Mexico for six years. So I became the greater unemployment office for the unemployed deans of men in the United States. (Laughter) But, having violated my agreement with Dean Bostwick, I hasten to say that the things that those of us on the campus of the University of New Mexico wanted to see done in the field of personnel work are being done under his leadership.

Here and now I want to apologize to all the speakers—to the gentleman whose magnificent paper was read to us; to the honorable Dean-at-large, emphasis on the “large” (laughter), because these notes were made, like those of my predecessor on the program, before I ever heard any of the other speeches, and I suggest these thoughts briefly. I have four or five of them that I will just state, and not enlarge upon.

I cannot think in terms of the office of Dean of Men just exactly like Dean Dubach did. I wish I could. I think his address is one of the finest I have ever heard. But I feel this way about it: It is possible for you to over-emphasize the difference in function of your work and the work of the other professions and the administration on the campuses. I fully appreciate that counselling is becoming more and more the work of the dean of men. I realize just as fully, and I assure you that it is the feeling of those that I have talked with in the field of administration; that you have to do some administration work along with your counselling.

I believe that it was Thomas Clark who said your chief quality was that of human understanding. Sometimes human misunderstanding gives rise to difficult tasks. If I were a Dean of Men, I would recognize that the great objective of education—we are striving to reach it today—failing, as Bartle has told us, it is true—but what other profession isn't failing—is that the whole personality of the students is the goal of the administrative task of all the other deans, and of all the professors in the institution. Since there is enough of the conflict on every campus between your job and the other jobs that are being done, perhaps we should emphasize more the common basis of our task. I think Bostwick does that at the University of New Mexico as well as

I have ever seen it done, and I am sure that he has never lost sight for a moment of the fact that to guide and counsel the youth is the supreme task which he is to perform.

I hear from some of the addresses the emphasis on counseling and then the emphasis on administration. Dean Turner is worried about committee meetings. But you cannot get away from the administration because the presidents are not going to let you get away from it. You are too valuable in your service to the total university program. So, as these duties multiply, and the details of your mechanical duties keep on increasing like the U. S. budget, getting larger and larger all the time, I suggest to you that there must be some way found whereby you can become, in an advisory capacity, a leader in many, many of these detailed administrative tasks, thereby not making the dean of men's office a mechanical affair.

I know that that is a danger, if our experience here is of any value at all. Many days, after a long, long day of work, Bostwick has said to me, "I have not been in my office. I have been to committee meetings, and this and that." But I would rather keep the administrative relationship, if it is possible to do it, and I hope it can be retained, because after all, we are not going to build colleges by the work of the presidents or by the work of the deans of men alone, but by the work of sympathetic men throughout the faculty, in cooperation with them.

Now, I have already stated my other position, which is that you had better not become too involved in research. It does seem to me that we are in danger of losing that very quality that we say guarantees our best work among men on the campus, if we become too absorbed in research. Why can't the dean of men take the results of research that come from the specialized psychologists and educationalists, and make the application of that research to his work, without himself becoming a research worker? It may not appear to some of you that there is danger, but among the younger group of the deans of men I am very sure that this research task is becoming a large one. I do not discourage it, but I say that it should be kept in its place.

Finally, the characteristic of the dean of men that I most prize, as far as I am personally concerned, as one interested in the administration of a college, is faith in young people. There is no justification for thinking that the only people in the world that are failing are those who are engaged in the task of educating youth. This kind of thinking may be popular because we can so easily be picked out—but the failures of our higher education are so easy to see that we ourselves begin talking about them, and then everybody gets to talking about them. When you canvass the various fields or fronts of life, in economics or politics or military or wherever you want to go, the gigantic failures that face us are enough to give us pause. And in my opinion no one

will think that failure is possible in the field of education if he has genuine faith in young people. (Applause)

President Findlay: Thank you, President Zimmerman, for these splendid words. The remainder of the program has been arranged by Dean Bostwick. I believe, without further ado, I will turn the meeting over to him, and he will carry it forward from this point.

....The meeting adjourned at ten o'clock....

SATURDAY MORNING SESSION

JUNE 29, 1940

The meeting convened at nine-thirty-five o'clock, President Findlay, presiding.

President Findlay: The meeting will please come to order. This morning's program is something new so far as the National Association's programs in the past as shown by our proceedings, are concerned. I think you will find that by an examination of our proceedings, at no time in the past have the assistant deans had the opportunity to express themselves as a group. Your Executive Committee, working out the program this year, felt that it was desirable to give a spot and an important spot in the program to these men. We therefore have this panel this morning on the topic, "The Dean of Men's Work as Seen Through the Eyes of the Assistant Deans." The Chairman of the panel will be Dean Mallett of the University of Iowa, and there are two corrections in the four assistants listed in the printed copy. Dean Nowotny, of the University of Texas, continues as printed, and instead of Harvey Stenson of the University of Minnesota, Dean Harper of the University of Nebraska will take that position. Instead of Dean Rea of the University of Michigan, we will have Dean Olmsted of the University of Michigan, and Dean Alan Johnson of the University of Cincinnati will continue as shown on the program. I will now turn the meeting over to Dean Mallett. (Applause)

....Dean Mallett assumed the Chair....

Chairman Mallett: President Findlay and Deans: When President Findlay wrote the letter to this panel, asking that they do this job, he emphasized the fact that this was an opportunity for this group to let down their hair. I will say, quite frankly, that that bothered me at the time. I could not quite understand what he meant. However, after looking around over the group for the past two days, I can where it was necessary to get a panel of assistant deans in order to be sure that each one could physically let down his hair. (Laughter)

This morning, we are not particularly interested in letting down our hair, but we believe that this is an opportunity for those of us who are in the embryonic stage in this dean's work, to discuss informally, what we are doing, and how we are doing it.

I might say that I talked to Dean Moore and Dean Postle before the meeting, to be sure that Dean Nowotny and Dean Johnson would not have any dampers put upon any statements which they might make, and we will allow them to stay in, since they assured me that they would not make any objections to what they might say. The rest of us up here can say what we please since our bosses are not here.

We have prepared no papers. In fact, I am not sure we prepared anything, but we are going to try to hold a bull session type of discussion. We hope you will join in with us. If there are any questions,

or if there are any matters which come up that you would like to have some member of the panel go along with a little bit further, feel perfectly free to interrupt and call out and we will give you a chance to ask us questions, and maybe we will be asking you some before we are through.

Now, without any further discussion on my part or introduction, I am going to ask Olmsted from the University of Michigan if he will start us off by telling us what the assistant dean of men, or the assistant deans of men do at Michigan, what their work is, how it is set up, and from there on, we will go through with the other institutions and try to show you what we think the dean of men is doing and should do.

Dean Olmsted: I take it that I am to be allowed to sit down. Well, after your explanation of the reason why the younger men were taken on this program, because they would be able to let their hair down, I understand now why I have been substituted for Dean Rea. (Laughter) Those of you who know him, know that he has a lot less hair than I have, and also a lot less years.

At Michigan, perhaps our system is quite different than it is at most other places. In the first place, Dean Rea is the only one of the assistant deans who devotes his full time to work. His job is primarily taking care of financial matters of various organizations on the campus. He devotes practically all of his time to that. He is also in charge of the regulating of the automobile rules, but he has an assistant who takes care of the details of that. I sometimes wonder why I ever happened to be an assistant dean in the first place. I am sure that up to the time I accepted the position, I never had any idea of going into that kind of work.

When Mr. Bursley took over his work about twenty years ago, another man on the campus was appointed at about the same time to help him, and he devoted only a part of his time to the work. He was put in charge of the housing. After about fifteen years, as you can well imagine, he got tired of the job and retired, and then Joe asked me to take over, and I agreed to do so. I suppose my only qualification for the job of assistant dean was the fact that I had spent a great many years in the engineering college as a mentor to engineering freshmen. I am supposed to devote three-eighths of my time to the office of the dean of students. I have charge of all housing which includes, not only the boarding and rooming houses, but admissions to the University residence halls. I am on the Executive Committee of the Board of Governors of the residence halls.

With the Director of residence halls, I make the selections for staff members, and all the personnel of the dormitories.

Chairman Mallett: May I interrupt? What contact do you have with students in this work? This is mostly office work in the matter of records in admitting these men and keeping the householder's report and so on.

Dean Olmsted: No, my connection in housing is almost entirely with students, mostly disgruntled ones, or ones who are having difficulty with their landlords. The routine matters of the housing bureau are taken care of by my assistants, of whom I have two, a housing inspector who devotes most of her time to the inspecting of rooming houses, and fraternities, and then the girl in the office who has charge of the clerical work.

Chairman Mallett: Then what you have set up pretty much, is Dean Bursley at the top, and you and Bud then, in definite areas. How much overlapping is there in your various lines of work?

Dean Olmsted: Let me say that I have still not mentioned the third assistant who, although he does not have the title of assistant dean, is to all intents and purposes, as much of an assistant dean as I am. He is a man from the school of business administration, who has charge of auditing fraternity accounts.

As far as interlapping of our duties is concerned, I would say that we have a very friendly cooperative method of handling affairs in the office. We invariably call in each other, Bud and I do, and also Briggs, in any matter in which we think the other might be interested.

Dean Thompson (University of Nevada): Are out of town students required to live in approved houses?

Dean Olmsted: Undergraduates.

Dean Croft: Do they live there under contract?

Dean Olmsted: Yes.

President Findlay: For a semester?

Dean Olmsted: It is supposed to be for a full year, except that any student may, by giving proper notice, terminate his contract by the end of the first semester.

Dean Julian: Under a proper notice?

Dean Olmsted: About three weeks before the end of the semester.

Dean McCreery: What is the possibility for him to break his contract and move into another approved house or into a fraternity? Is there any such possibility during the semester?

Dean Olmsted: If he has good cause to break it. I am the one who would terminate the contract for a good cause.

Dean McCreery: What would you consider good reasons?

Dean Olmsted: The best reason would be that the householder herself is not living up to her part of the contract.

Dean McCreery: Merely the fact that he wishes to join the fraternity would not be considered sufficient?

Dean Olmsted: No.

Dean McCreery: Do you have a written contract?

Dean Olmsted: No. We have about seven thousand men students and about two thousand of them will live in dormitories next year.

Dean Moore: Do you have any headaches from the apartments?

Dean Olmsted: Yes, I have a good many. We do allow certain students to live in apartments. The main reason of course is that a number of them living together can, by cooking their own meals, live much more cheaply than they can any other way.

Dean Moore: Do you need a permit for that purpose?

Dean Olmsted: Yes.

Dean Moore: Is that apartment an approved place?

Dean Olmsted: In a way it is. It is not so much the fact that the physical aspects of the apartment are to be approved, because it would be very difficult to do that. There would not be enough apartments in Ann Arbor that would meet any kind of requirements, but we do insist that the proprietor have some supervision over the apartment.

Secretary Turner: Do you demand a sponsorship? If a group wants to live in an apartment, do you have regulations to the effect that before they do so, they must have the signature of an approved sponsor—university approved?

Dean Olmsted: No. We of course do not give permission for them to live in apartments until we have written to their parents. Of course in the case of older men, that is done away with. The regents require permission from our office for any student whatsoever, regardless of age, even graduate students.

Dean Kelly: Do you have two types of contracts, one between the householder and the students and another between the householder and the college?

Dean Olmsted: No, just between the householder and the students.

Chairman Mallett: In Iowa we do have that policy of the contract between the householder and the college, whereby the householder signs an agreement to live up to certain regulations put up by the Senate Board on Housing. That forms the basis of approval for private rooming quarters. No student may live in a room where the householder is not agreed to live up to these principles which are set up. Then there is another contract form between the students and the householder. Incidentally it incorporates all the regulations between the university and the householder.

Dean Kelly: Who does the approving?

Chairman Mallett: At Iowa the Senate Board on Housing. However, practically, the manager of the Housing Service does it after receiving an inspection report from one of the inspectors who goes out and looks the room over and brings back a complete report.

Dean Moore: Would you rather have this discussion limited?

Chairman Mallett: It was our hope that we could get you gentlemen into it. I do not think you would be embarrassed by what you ask.

Dean Schultz: I would like to ask who does the inspecting for your approval?

Dean Olmsted: As I said before, I have an assistant, a woman, who devotes all of her time to the inspecting of rooming houses and fraternities, and naturally, she makes her recommendations to me, and ordinarily I accept whatever she says, and I sign the approval card.

Dean Holz: Our experience is that we found the solution by bringing that inspection and the recommendation for approval over to the health department and have the doctors themselves make the inspection, feeling that they were better trained in sanitary points and other points of view than anyone else. Are your inspectors trained in that?

Dean Olmsted: I should say she was fairly well trained after working at it for several years. I think that any woman who has good, common sense ought to be able to tell whether a place is a fit place for students to live in or not. It seems to me that she is very rigid in her requirements. As a matter of fact, last year we took off a large number of houses from our list that were what she would call B-minus and C housing. That is the way she rates them.

Dean Holz: Does she go into the conditions of the family, whether there is tuberculosis in the home and so forth?

Dean Olmsted: No.

Chairman Mallett: May I ask, on this basis of rating where you rate A, B, and so on, do you make any attempt to limit the price which the householder may charge for the room? Can a householder in the C classification charge as much as in the A if she can get it?

Dean Olmsted: We do not limit them in any way except by advice, and that works itself out pretty well. The poorer house cannot possibly demand the price of a better one.

Dean Nowotny: Does the student know what the rating is?

Dean Olmsted: No.

Dean Kelly: Would you mind discussing the procedures used when school opens and you find students using homes which are not approved?

Dean Olmsted: Naturally we would not find that out until perhaps a month after school opened. If we found at that time that that place was very undesirable, we would insist that that student move somewhere else. But, if he is satisfied, and everyone else is satisfied, then we give him special permission to remain there.

Dean Leslie I. Reed (Iowa State Teachers' College): We handle that problem in our institution in this way: After the student receives his admission statement from the University, he must have his rooming conditions approved by our office. That is the second place he goes. He goes to our office and gets his rooming house approval. That saves you all the difficulty of not knowing where your students are at a later time.

Chairman Mallett: Apparently there is a good deal of interest in housing and the point Dean Olmsted has brought out, but we have a good many other fields and we have other men.

Dean Thompson: Do your fraternities there pledge freshmen at Michigan?

Dean Olmsted: Yes. They are not allowed to live in a fraternity house until the sophomore year.

Dean Holz: What protection has the landlady if she feels some students should move from her premises?

Dean Olmsted: She has as much protection as the student has. They come to my office and make their complaints. If it is a legitimate complaint, I decide in their favor.

Dean Gadd: What do you do with boys when they give their college address as a fraternity and they are not living in the fraternity house?

Dean Olmsted: We either make them move into the fraternity or move into an approved house.

Dean Gadd: Do you check the fraternity lists and make them responsible?

Dean Olmsted: No, we do not, but we put the responsibility up to the individual student.

Dean Gadd: Then they cannot get away with it by giving that address?

Dean Olmsted: They might get away with it for a limited time.

Chairman Mallett: I might say, Dean Gadd, that we have had cases of that very nature. We get copies of all the coupons from the registrar's office and within two days after registration we have a complete file of every one registered. We go through them and check the address given there against the card which the landlady turns in with the student's name upon it, living at her address, against her list and the dormitory list. If we cannot find anybody, we run them down.

Well, Gentlemen, I think we might make the suggestion, with the amount of apparent interest we have in housing, that perhaps we could have discussion on that next year, if we can postpone the questions that long.

Now, I am going to ask Dean Johnson from the University of Cincinnati to tell us something of his work. As you know, Johnson was traveling secretary for Phi Gamma Delta for some years, and he has an excellent background in fraternity work. Will you tell us what you are doing?

Dean Johnson: Roughly, our set-up at the University of Cincinnati is that Dean Postle is general mentor. As was said yesterday, most of the people want to see the dean himself and do come directly to

him. We do have assistants in our office. We have a peculiar situation. I think there is only one other place that has any female who acts in the capacity of dean of men or assistant dean of men, but we are one of the two places. We have a female assistant dean. She is primarily interested in certain of the activities in the administration of the N. Y. A. help of the office, in the administration of the part-time placement bureau, which unfortunately we have to run under N. Y. A. help entirely. We have a student auditor. This boy graduated from law school two years ago. His job is to handle all accounts of the various activities on the campus, working in conjunction with the Board of Activity Trustees, three members of the University faculty, who are the policy forming Board for all of the financial ends of the student's activities.

The dormitory is under the supervision of one man who, while he does not have a particularly close connection with our office, still works with us, and in cases where a boy wants to move out and live in a fraternity house or any such thing, there is generally some tie-up with the dean of men's office.

The question of housing is one which does not play a very important part on our campus, because it is principally non-resident. About 80 per cent of the students are living at home, and the only major group which comes from outside, comes to the engineering school. Some housing service is rendered by the Y. M. C. A. We have made little attempt to list houses and have made no attempt to check them as to their suitability. That whole job has been delegated to the Y. M. C. A. Dr. Bishop is in charge of that.

Placement, as I said, so far as part-time employment goes, is handled through our office, but there was some talk this year that we should have an officer for graduate placement, but as yet, nothing has been accomplished along that line.

Another peculiar set-up in the University is that we have a very, very heterogeneous organization. There are three grading systems which operate for the undergraduate colleges, each undergraduate college using its own particular form of one of those three. The liberal arts college, the Teachers' College are on a two-semester basis, with an A, B, C, D rating system, varying in that one has a course system of units, another one has a unit hour system. The engineering college, business administration, applied arts, are on a three-term basis. Those people, except for the freshmen, are all there seven weeks and then out seven weeks in alternating sections, so that it is extremely intricate and complicating to all the work of our office.

They have there, in the engineering college and those relating colleges, a placement service of coordination with engineering firms, department stores, business organizations, so that they handle the placement of all those students directly themselves, without coming into our office at all. We just get any part-time requests that come in.

My particular job in the University is a half-time job. I am on half-time in Dean Postle's office, and the other half-time I am in the graduate school studying. I hope to finish up there next year, and get another degree.

So, as I say, my particular job is with the fraternities, and I think that as I tell the story of the work, it will more or less be exemplary of the way the whole office works.

As you know in the report last year of the National Association, the importance of the fraternity problem is seen as the fourth item in the report from last year. It lists the activity of the dean of men as advising the inter-fraternity government, and the seventh item is the supervising of fraternities. Dean Postle turned over to me almost entirely the handling of fraternity problems. I was put in as adviser to the inter-fraternity Council, and I must say that I have found working with that group, very fine. It is much better to work, more or less, by infiltration as Dean Turner expressed it in the large group meeting the other night, rather than trying to dictate to them and set their policies. It has been a rather slow job. Until four years ago, there was no dean of men's office at all on the University campus, so the fraternities grew up under a very laissez faire style, and while they did have some help from the Vice-President of the University who happened to be a national officer of one of the fraternities there, still there was a rather loose organization. Dean Postle, in trying to improve that, and he did a great deal with it, made it very much easier for me in coming in there. The work that he has done is background work. This year, we have managed to revise the constitution of the Inter-fraternity Council, and make it a little more complete and inclusive. Next fall we will have a rushing bureau for the first time on the campus. I found that that particular phase naturally brought the fraternities together a great deal, and I was surprised to find the measure of cooperation among the fraternities in setting up such an organization. Next year, they will try to put out an inter-fraternity rushing movie. As far as I know, there has been no such thing carried on by any other Inter-fraternity Council in the country. Some individual fraternities and some national organizations have made the rushing movies, but as far as I know, no Inter-fraternity Council in itself, has gone about putting out a work which is representative of all the fraternities on the campus.

We tried to institute a safety program this year, in line with some of the housing recommendations which you have heard. We tried to work it through the Council of Presidents, and Fraternities Mothers' Club. It is a hard handle. That organization is made up of the presidents of each Mother's Club of each fraternity on the campus. We did not have an awful lot of success, because I think we rather failed in the interpretation to the individual fraternities. They did not realize what a really good service it would be to them, what an asset it

would be in saving money for the chapters, in heating problems, sanitation, light, and study facilities, and all that sort of thing.

As yet, we have no financial supervision of the fraternities there. We hope next year, working in conjunction with an Alumnus Council of the Chapter Advisers, and with the national officers of the fraternities represented, to get some financial organization going, so that uniform bookkeeping will be used. We are not going to dictate this. We will just make it optional, so that any fraternity that wants to come into that service can do so. We hope also, to set up an officers training corps. I think Purdue had one this year and we do not expect to go into as expanded a program as they did. It will be handled entirely on the campus, not inviting any others from outside as they did at Lafayette.

With the individual chapters, I tried to work to develop a better personal relationship with the pledge trainers and presidents. There is one incident I remember, indicative of that, that came in this year. One fraternity president came in to see me one day and said he had a personal problem to talk over with me. He had a freshman who had been pledged for three years. (Laughter) It is rather unusual. It turned out that this boy entered school in engineering college, had flunked out of there, had re-registered the next year in the liberal arts college, had flunked out of there, had re-registered again the third year in the engineering college. How he got in, I do not know, but it was some parental pressure brought to bear. But this boy came up and wanted to know what he could do with this pledge because he had not made his grades. The president did not know that the boy had, within the past month, been removed again for the third time, from the engineering college. He had not made that fact known to his fraternity. Together, we talked over the case of the boy, and he was asked to come in. He did so, and advice was given him to go into a particular vocational line of endeavor in which he was interested. It was evident that he was not of college caliber. So, I think that is just a straw in the wind to show in which way we are going with the fraternities.

Like most national officers, and like most deans of men, we are trying to work on the hell week program. Each fraternity is required to submit before their hell week period, a plan of action which they will follow during their pre-initiation ceremonies. One of them came in this year that was so good, that Dean Postle and I decided to offer a prize next year for the best plan that came in. It was an astounding thing to me, to see the way they worked it out. But, I think we are working toward a phase of self-discipline such as our new Dean, Roe Bartle talked about yesterday, a preventive discipline, rather than a remedial discipline.

I would like to read to you for just a moment, something which came to me from another campus. It was written by an officer of a

fraternity there, and I think it expresses the thing for which we are striving:

"As for discipline, it is not generally needed. When we pledge a boy, we try to make him feel at once a part of us; we accept him as a human being, in every way our equal, except perhaps in matters of age and experience. We try to help him benefit by our experience rather than forcing him to kowtow before upper classmen. This latter type of hazing seems to us both hypocritical and immature, since after all, there is but little difference in age, and we are all boys, or men, depending on the point of view. Thus our system becomes one of co-operation, and we have received splendid cooperation from our freshmen. Without demanding it, the upper classmen are shown respect, because the freshmen naturally feel themselves somewhat inexperienced. They come to us with their problems because they know there will be understanding and not pedantic patronage. They feel an obligation for the fraternity almost at once this way, and become useful citizens and good fellows."

That is the very thing we are striving for. That is the whole thing in a nutshell. To me, it seems that in the phases of discipline, there are really three major stages. First, there is the stage of self-discipline. The next is the stage of group or individual control coming from a group or an individual to another individual; and third, you get down to the reward and punishment phase. Well, we try to bring our whole program up to the phase of self-discipline as closely as possible. I think that all we have to do is to give instructions in the modes of behavior which we feel should be carried out, then motivate the student to carry them out, and eventually I give them opportunity for practice, and I think it is very important, particularly in a city college.

Every person in a fraternity has some job in that fraternity which he can do, not one which will stump him, but one which he can do so he will get a real sense of achievement, and through that sense of achievement he will come to that phase of self-discipline. I think this pretty well carries out, and is indicative of all the personnel work that we are doing on the campus. That follows in all the other activities other than fraternities. Like most campuses we have a very well-rounded activity program.

Chairman Mallett:

I would like to ask a question. It grows out of the correspondence we have had. In one letter you mentioned that you felt one of the weak points in many of our personnel set-ups or dean of men's programs was the fact that the individual was left out in the counseling and consideration, and that too much work was being done in groups. Now, where does the individual come into your program? As I understand your set-up, you are working primarily with the groups most of the time.

Dean Johnson: The individual comes in through the pledge trainers. It is our hope that we can touch the individuals through the officers of the groups. We will find out from those officers, if we do get their cooperation, what personnel programs he has in his group. We more or less make students, or we make the officers of those groups student deans.

Chairman Mallett: You find that that works quite satisfactorily?

Dean Johnson: Yes.

Dean McCreery: It seems to me that you have had splendid training for doing this fraternity work. I would like to have you think back to your attitude when you were a traveling secretary, and try to determine whether your point of view toward fraternities has changed in any way.

Dean Johnson: I think it has. I will admit that when I was a traveling secretary, I had not had certain work in personnel training, which I have had since, and I think it has given me a much broader scope as to the possibilities of fraternities.

Dean McCreery: Has your attitude toward the dean of men's office changed any? (Laughter)

Dean Johnson: You know, it is remarkable what I have heard about some of you men from others. I really did not see, even when I was a traveling secretary, sometimes on particular campuses, that the deans of men were fulfilling their job with those groups. I think that they did not work in such close cooperation so that they did not find particular personnel programs which could have been remedied had they known of them.

Dean Hampton: What does your student auditor concern himself with?

Dean Johnson: Purely with the auditing of the books of the students' activities, not the fraternities.

Dean Hampton: Is it compulsory that they do have their accounts audited?

Dean Johnson: If they receive funds from the student activity fee which is paid in by each student at the beginning of the year, their books are required to be audited.

Dean Hampton: How about organizations which get funds from other sources and do not get any part of those fees? Do they have any supervision at all?

Dean Johnson: In a few cases they do. Just this year, the Interfraternity Council has started to use the same set of books as the other activities, but many of the activities which do not receive any fee from the general student body at large, have no control whatsoever.

Dean O'Donnell: May we get an adjustment of the number of

campuses which have financial supervision of fraternities in the groups here this morning?

Dean Johnson: We talked that over the other night in the large group meeting, and it seemed that most of them did have it. I remember that in traveling around over the country, it was very helpful to find campuses where there was special control from the dean of men's office or some other university administrative post controlling those finances. I do not know whether I should say most or not, but I would say a good portion of them.

Dean O'Donnell: Can we get an estimate of the group here?

Chairman Mallett: Let us ask the group here. How many of you in your institutions, have some type of financial control over the fraternities? Maybe it is a yearly audit, or you may check bills, whatever it may be, how many of the group here have some type of financial control? Please raise your hands. (19 raised their hands). Those who have fraternities, how many of you do not have any control over the groups? (13 raised their hands).

I think we might pause a minute to express our appreciation to President Zimmerman for coming down and meeting with us again this morning. We are mighty glad to have you with us.

Dean Nowotny: I would like to ask this question. It is an old one—house mothers. As traveling secretary you had certain ideas about the value of house mothers in fraternities, and you may have the same idea now, and you may not have. You mentioned something about the Mothers' Club. Do you believe house mothers are important and essential?

Dean Johnson: I think the greatest factor there, is the individual in the case, the house mother herself. If you get a good house mother, I think it is an invaluable asset to the chapter. I might say that this spring, I sent out a questionnaire—another one of those darn things—to a number of the deans and fraternity officers here, concerning the possibility of putting in graduate students as fraternity tutors. Almost invariably, from the national officers, I heard that it was a fine idea. From the deans of men, it was apparent that it was a fine idea, if you could get the right person. But, the impression was that those people were scarce as hen's teeth.

Blair Knapp from Syracuse wrote me a very long letter on that, and he said that in five years that he had tried that at Syracuse, he had found that while it was an excellent plan in theory, he did not think it would justify the cost of administration. I am sorry to hear that, because I think those tutors can be a very valuable adjunct to the chapter and the same is true of the house mothers.

Dean Nowotny: I was on Dean Findlay's campus as his guest at a Convention, and he parked me at the Phi Gamma Delta house. They had a house mother. I met her the third day I was there, so I often wonder. She was a fine lady, but I do not know how much good she

did in the fraternity. That is a good chapter though. Maybe she was busy playing bridge, but I did not get to meet her until they had a dance on the last day we were there, so I just do not know.

Dean Johnson: I think we can leave the individual campus out. I know the situation there. She is a fine lady, but rather retiring. (Laughter)

But in some chapters, you will find that the house mothers are very valuable in raising the moral tone of the house. She will sometimes save a chapter her entire salary by economies in food buying, depending on her honesty. She may get in connivance with a local butcher or grocer, but I think usually you will find less of that among house mothers, than among fraternity treasurers. (Laughter)

Dean Reed: Are the house mothers under the supervision of the dean's office?

Dean Johnson: Generally not, I do not believe so. I think it is a very valuable thing to have a good relationship between the house mothers and the dean's office, though.

Chairman Mallett: I think that is the case at Iowa State, is that not right, Dean Helser?

Dean Helser: We go into that very carefully and pay part of their salary. That is right, and we have very close cooperation between the fraternity house mother, the sorority house mother and dormitory house mothers, with the office.

Chairman Mallett: Time is flying, and if I recall correctly, two years ago, we spent hours at Madison on this problem and I doubt whether we can decide whether they are good, bad, or indifferent here. I think we should move on.

Dean Bunn: Why is it, since fraternity organizations, of all organizations on a college campus, have such idealistic rituals, that they need so much supervision out of proportion to other organizations? (Laughter)

Dean Johnson: I question that they need so much more supervision.

Dean Bunn: They are getting it. Why is that?

Dean Johnson: Probably because the deans of men recognize that those are units which can be of great help to him in that boys are in most cases living together, and you will get that group discipline in a social unit. It is a transitional unit between the family and their post-college, outer world social unit that they form there.

Chairman Mallett: Might there not be a historical reason for that too? Until quite recently, universities, taken as a group, have not had many dormitories. The men therefore were divided into those living individually in private homes and those living in groups in fraternity houses, and it is much easier and much more effective to deal with the group and the fraternity group was the only group you could get a

hold of. Therefore, it has grown up as part of the tradition of the work of the dean of men. Perhaps that is wrong, but I think that may be part of the background.

Dean Johnson: I do not think they should have any more than any other group. I think that work with the Association of Independent Students or whatever your independent organization is on your own campus, and with the other activities, is just as important as the fraternity work.

Dean Schultz: May I add one element that appeals to me on that question. We have about 90 per cent fraternity membership on our campus, and whatever activities they are engaged in particularly as groups, merit particular attention in connection with that activity. It seems to me that that is another factor.

Chairman Mallet: That is true.

Well, if we can go on, I am going to ask "Shorty" Nowotny to go down to the deep South and tell us about Texas.

Dean Nowotny: At the University of Texas, the Chief, an Irishman from Alabama, is the dean of student life, and there are several agencies under him. We have the director of the band, the dean of women and her staff, and then immediately, the men's division—Rubottom, who handles housing and extra-curricular activities, and then my little corner is a primary part. My particular title is director of employment and assistant dean of men. I think this is important, and if I were dean of student life, I think this is the way I would feel about it. That is the way Vic does. He wants everybody in his office to know the job of everybody else. Rubottom is back home now. He handles all discipline cases, housing, employment and what not, while we are here having a good time. And so, he reminds me rather abruptly, that after all, I am not just handling employment. I am assistant dean of men also, and I think, talking about cooperation and coordination, you must have that in your own office.

If a man comes in and says, "I want to talk about housing," and we say, "Rubottom is out and Nowotny cannot talk to you," that is the best way to make that Irishman sore, and everybody ought to know a little about the office as a whole. It is like the man who made this piano. He wants to know all about it, so somebody else would not have to do the tuning, and somebody else would not have to know about the keys, and we get sort of a hinge-pin mind. We get too specialized.

But getting down to employment primarily when a student comes to our corner, he can fill out one of three applications or all three if he wants to. There is one permanent application blank which is pretty elaborate. We plagiarize from the people of Illinois, from Joe Park's boy at Ohio State, and the Bureau of Occupations at Cali-

fornia, but it is a darn good blank. It is a permanent student employment blank on which he has class schedule, his vocational goal as he sees it, and his recommendations, any physical disabilities, and his occupational experience; and then what he would like to do, the job he prefers, and he checks training and his experience, and then we have the person who interviews him in the office, which is usually yours truly, or the secretary. We have a little code and we grade him on the basis of that first interview.

That stays there as long as he is in the University of Texas. Then, for example, he can fill out a special blank for summer employment only. Summer employment is full-time employment. Of course, we handle boys and girls employment in this office, so our office has been designated as the Southwestern area for placing girl scout counselors. Three of those women came to our office from Houston, San Antonio and Dallas, to interview girls for that. So, we have a special blank for summer employment in which they tell us if they can sell, if they are good house to house footmen, whether they have had counseling experience, whether they have Red Cross or life saving certificates, and so on.

Then we have the graduate placement blank which any senior can fill out. We want to help him land his first job, if you please, and we try to do that as intelligently as we know how. So, I think that student employment is an excellent place for a young man to learn something about this business of deaning and counseling and personnel work. If a boy comes to us, he has a certain vocational goal or preference, and this business of Laissez Faire is rather wasteful. If we can find that boy in the freshman year and find out what his vocational goal is and place him in certain jobs, that is one of the tough parts.

As Clark said years ago, "A lot of this part-time job stuff is rather dull, because it does not relate to his vocational goal. But, if you can put a soda jerker in a drug store who is a pharmacist student, you have done a good job. That is relating to something he wants to be." So, we try to get all the pharmacist boys to be soda jerkers. If we can get a boy who is a law student into some office that has a little relation, even though it is life insurance, particularly if he can type and take shorthand, or if he is in some government office in the capitol, I think that is helpful.

In other words, I think one of the finest things the University can do is this business of placement. There is nothing that will make a boy more loyal to the University than if there is somebody he can turn to in Austin, Texas, five years after graduation and feel like that bunch is interested in his career, and is going to help get him vocationally adjusted, even five years after he is gone.

So, we have what we call a follow-up program. We interest that boy in, not only getting his first job, we are not trying to make a record of placing men and women, but I would rather place that one

boy correctly and successfully and happily, than place dozens of them and just say, "Those are our statistics."

Dean Johnson: Does that carry over into the placement of N. Y. A. students on the campus?

Dean Nowotny: Dean Moore is Chairman of the N. Y. A. Committee, and I serve on the Committee with him and the dean of women, and next August 1, we will sit down and pick the N. Y. A. workers. The initial appointments are made that way, and of course Dean Moore is looked to by the President and the state N. Y. A. Director, as the boss, but he looks to us to help him carry the water in that program. We are doing it to help him as much as we can, but the primary thing of course, is part-time employment of both men and women.

Now, two-thirds of our boys, as they are in most of your institutions, are working at least for part of their expenses, and about one-fifth of the girls, and this boy business, is of course difficult. A lot of them come in and they want a fifty dollar job that does not interfere with their college education. As Roe Bartle said, they say, "I can do anything," but when you put them out washing dishes or mowing lawns, they cannot do anything.

We try to build up bureaus. We have, as you all have, a good window washing gang. We have one boy for example, in the window washing crew, who will do a better job of window washing than any dean of men will do in his job, and I will bet on that. He is an expert. He will take a ten-story building and he will do a good job washing floors and windows, and he will be there on time, and that is the best advertisement you can get—successful student work. We work through the picture shows, through Rotary clubs, and the chamber of commerce, through Ladies' Aid, and the Parent Teacher's Association. In other words, we make as many speeches as we can before any group that will have us, about the student employment. When they ask you for a boy or girl, give them the best person you can find. You never do a boy or girl a favor by getting them a job they are not qualified for. The best advertisement our office has is that we try to fill every request with the best possible worker we can get.

In this graduate placement, you can get into lots of hot water. They have a teacher's appointment committee. Well, we get letters from somebody who wants a good Baptist to be a coach up in Ouachita College in Arkansas, we refer that letter to the teacher's placement bureau, and I call Bible, our Coach and try to find people that we have available, if any.

A tool company may phone and say, "We are coming to your campus tomorrow. We are looking for salesmen and engineers." We try to fit that man's schedule. We call down to the dean of business administration. We want to interview the best men we can get in sales and the auditing field and engineering, and in sort of a coordin-

ating office, we try to direct people to the men who are experts in picking the best engineers and salesmen, and of course we also have in our files, certain graduates that we would like to recommend. The Bachelor of Journalism may be a green man, but he may be a better salesman than some of the best men they have in business administration.

Secretary Turner: Here is a suggestion that is worth thinking about. Maybe you are already using it, but we have used it only two years and it is very successful and helpful. When this senior placement season comes on—you begin to get it back in November of course, and by January it is going pretty strong, and by February it is really strong—and the question is, how can you get good, quick records on your seniors, the best ones coming up.

If you have any connection with your publication's Board, and it is a good thing to have that connection, as a rule, they have the senior section of the year book printed by the first of January. Of course they will not let anybody see it for love or money, but if you have the right connections through the business manager of the publishing company, or through the year book in some way, you can get the senior section of your year book. If you can get that, you have a whole, complete set of your seniors, plus all their activities and honors and so forth. It is the easiest way in the world to get a quick lineup on your seniors. You can get a picture of them and at the same time, their whole honorary and extra-curricular record. You can get it in that way if you can get the manager of your year book to part with your senior section of the book. You have it by the first of January and you can cut them up and put them on cards right there, ready to use.

Dean Nowotny: We do not charge a senior anything to register with our placement bureau, but in engineering and business administration, for example, they will give a data sheet. It is like a page out of an annual. It has his picture on there and all his references and experiences, and all that information on one sheet. They will do that for him. The placement and engineering will give him a hundred copies of that, and they give us a copy of that.

Ten per cent of your seniors have a job during their junior year, and some of them have the privilege of picking between four and five jobs. But they get 100 copies of that for \$2.80 and he pays for that particular service, and he can send that out. If he wants to write a letter to fifty firms, he has a copy to enclose.

Secretary Turner: That gets the ones who go to the trouble to pay that amount, but in the meantime you may say here is a boy over here who is just the man for the situation you are looking for, and if you have this other list, maybe you can turn quickly through and pick out that man, whereas you would not have it otherwise. It is just a

helpful suggestion. It is a good way to get a complete record of your seniors, so you will have the picture for a quick reminder.

Dean Hampton: If an engineering firm wants somebody, do they come to you, or do they go to the engineering college bureau?

Dean Nowotny: That is where this coordination and correlation comes in. We had, for the first time, this Texas Personnel Conference. They were invited to our campus. There were about 200 industrial personnel leaders from oil companies, insurance companies, government agencies and so on, along with deans of women and deans of men. We made personal contacts with some of those folks.

Now, if he wants just an engineer, most of them go directly to that department. If he wants a pharmacist student, he goes to the dean of the pharmacist school. But if he is coming to the campus to interview for several divisions, he would like to have one person he has to talk to. You can debate all day on whether to have a centralized bureau or a decentralized bureau. Most of the divisions prefer a decentralized bureau. They feel they know their men better than would be the case in one centralized bureau. But, with the college of arts boys, with eight hundred men and women in that division graduating sometimes, those fellows and girls are left out in the cold. A college of arts dean cannot take time out from his schedule to place them. I do not know whether that answers your question or not. We probably get fewer calls for example, for engineers and pharmacists than anybody else. You cannot find a pharmacist of course. They all have jobs.

Dean Moore: Many contacts for jobs are made through the secretary of this state personnel organization. You might tell them who that is, "Shorty."

Dean Nowotny: A guy named Nowotny is the secretary. (Laughter)

Dean Stromberg: I would like to ask what you do for students in part-time employment. Do you take into consideration at all their possibilities for future scholastic success, or do you give the job to the person who seems to have the qualifications of that hamburger cook, or do you consider the possibilities of his staying in school if he has that job, or his future success in college work? I asked that because we have an employment service which is separate from the dean's office, and last year we had people getting permits to leave school, and to cancel out of their classes without F grades, and many of them were leaving because they did not have work. We found, however, that several of these students were promising students who, if they were given a chance to continue their work, might have done very creditable work in their junior and senior years; whereas we also found other people holding down jobs who would never graduate from our institution or any other institution. Do you take into consideration their future scholastic success when giving jobs?

Dean Nowotny: All of us know students on campuses. When they come there, they have been out of a job maybe two or three years after high school graduation, and they say, "Mister, I want to go to college. I have not saved any money." They think they can do two jobs where they did not do one before. Working their way through school is a full-time job. We have a hard-boiled letter that goes out in which we advise a student not to come to the University of Texas unless he has \$150.00. That may sound a little tough, and of course there are exceptions. There are still, in this great American democracy of ours, boys who come to school with fifteen cents and go right on through. But there are not many of those. When you get into a city of 90,000 people and 11,000 students, it is not easy as it used to be when you and I were in college. It is more complex, and I do not believe you ought to coddle these boys too much, but they need more help in finding jobs than you and I used to need.

The pity of it is, of course, that this boy with the fifteen cents, who comes to us, usually is not fit to benefit by a college education. He might accidentally graduate, but he smells like a greasy hamburger joint when he comes into the office, and if he does get through, he is hardened and he is probably worse off with that degree than without it. I do not know whether that answers your question.

Dean Stromberg: What system do you use? How do you take care of that situation? Do you just look them over and make your decision, or do you take into consideration their high school record, their entrance examination, college grades, or anything like that?

Dean Nowotny: On N. Y. A., you have to be in the upper half of the high school graduating class before getting N. Y. A. jobs. Or, they must have had a C average in four courses or twelve hours in their preceding semester of university, and then their basis of need is considered.

On other than N. Y. A. jobs, we have only one criterion and that is his ability, and certainly, competition takes care of that to a large extent. If a boy has good ability as a butcher or waiter or part-time secretary, his scholarship is usually in line with it. You would not want to recommend a boy or girl as a good part-time secretary if he is about to flunk out of the university, or if he did not have intelligence enough to stay in school, and yet of course, sometimes it is difficult. We know their grades.

Dean Harper: We pay no attention to the student's prospective ability to carry on through college in trying to get him part-time employment, but we do check all the students who are employed on the campus in various departments, and if they are falling behind scholastically, are not apparently taking advantage of that employment opportunity, they are sometimes eliminated from those on-campus jobs which are very desirable. We get good cooperation from the various

employing departments on the campus in that respect in submitting lists which we do check.

Dean Lloyd: There is also the matter of correlating the student's academic load with their work program. In most institutions students can only take a certain amount of academic work. We are facing a problem on our campus now, of deciding how we shall weigh a part-time job, correlated with the amount of academic load they are carrying. Do you have some system there of working through that correlation?

Dean Nowotny: I imagine I would have to answer that question as no. For example, we use a certain amount of common sense in this way. You appeal to a boy that he ought not to take care of more jobs than is necessary for him to attend school on the basis that he is being a hog to take more than one job, if that is all he needs to stay in school. It is not fair to the many hundreds who are looking for jobs. Maybe Laissez Faire is pretty cruel. Of course you can get that same argument in student activities. You can say the presidency of the fraternity is so much, and if a man has so many activity points, he cannot do any more. The girls can do that, but you cannot tell a bunch of boys that, in Austin, Texas, at least. You cannot tell a boy that if he has the presidency of a fraternity and the presidency of this, he cannot be president of the other thing, and I think competition takes care of that very largely. It is rather brutal and rough to use the Laissez Faire system, but ordinarily, a boy will come in and say, "I think I am going to have to resign this job, because I do not need it, and I cannot do this and do justice to my college scholastic work." But I cannot say that with 11,000 students, we do a whole lot of counseling on correlating academic work with part-time work.

Dean Dubach: I want to ask a question that is beginning to bother us in employment. What kind of employment insurance do you carry on students or do you carry any? They have been coddled so much in the past ten years that if the boy scratches his hand on a tub, he might bring action against the employer. That has become a real problem. I took the matter up with our State Employment Workmen's Compensation, and I tried to get a blanket insurance, but you cannot do it in our state at least. I wonder whether that question has become important. Now, certain people do not hire students at all, because if the student happens to get hurt, suppose he is washing windows and he falls and breaks a leg, he can bring action and make it awfully tough for the employer.

Dean Nowotny: The only people who carry insurance are the window washing gangs. They protect the owner of the property and if they drop a ladder or bucket on the lady walking down the street, he is protected. Of course in Austin, Texas, we do not have many hazardous occupations. (Laughter)

Dean Dubach: This is what I am asking: Our department secretary sent a kid out last fall to do some work. When he got out there, the lady said she had some stones to be laid. He cut his hand and he got poisoned. He brought action against the woman for compensation. It was not funny at all, because a lawyer got hold of the case, and you can just have any number of those. It can happen on any kind of a job. A boy can scratch his hand and bring action against the employer. I think the colleges are going to have a problem in that connection.

Chairman Mallett: Is that not based on your particular state laws as to how they may cover the employment compensation and liability?

Dean Dubach: But is there a way? Of course your part-time employment student takes a job for an hour or two or three or four, and the employer cannot afford to go through the processes that are necessary. I assume that that would be a common problem over the country.

Chairman Mallett: We have not run into it at Iowa. Has anybody else had that?

Dean Hampton: We have a policy which we take out for any students working on decorations. But that is a case where we feel the university is the employer. In other cases it would be hard for the university to say that they were employing all those men. In our state I think we could get a policy to cover that, because we do it for students on decorations, and it is a blanket policy. We can hire any student to do it.

Chairman Mallett: I cannot see where the ladies are running any more of a risk by hiring a student than anyone else. If he wants to sue, it is not material whether he is a student or not.

Dean Newman: I would like to ask Nowotny one question about the social security information and so forth. On these part-time jobs, do you not run into trouble on that? Do they not say, "I would take this man, but I have to take out my own social security card on that?"

Dean Nowotny: We do have some of that.

Dean Newman: How do you get around that?

Dean Nowotny: In regard to most of the part-time jobs in Austin, there are not enough employees in that particular organization where they are affected, such as a table waiter. If it is in a big place, then it is, but it is pretty cheap to be able to hire students from twelve to two, and from about six to eight, the supper hour, in lieu of hiring somebody for an eight hour day, and while it is a little rough on that social security program maybe, I think they gain by it. Usually the student gets only his meals and a little extra cash—very little cash. That is what most of the waiter's jobs pay. So, that has not bothered us so much.

Chairman Mallet: I would like to go on. The other gentleman on our panel probably comes closer in his work to what most of us are doing a good share of the time than the rest of us on the panel. He is Dean Harper from Nebraska. He is connected directly with the scholarship and personnel counseling of the students. Will you start in, Dean Harper?

Dean Harper: As you gentlemen can see, I am perhaps less capable of letting my hair down than the other gentlemen here on the platform.

I will eliminate a good deal of the remarks that I thought I might make, because I know we are short of time now, but the scope of the work in our office is quite extensive. We deal with the problems of scholarship for both men and women; housing and employment is also handled by us. That is perhaps separated or as divisionalized as any of our activities. We also handle the selection of N. Y. A. students, student affairs, and so forth, due to the fact that the dean is the general university chairman on student organizations and social functions. We check eligibility of our students in all activities—athletics, extra-curricular activities and so forth.

Chairman Mallett: You told us yesterday that you have the same requirements for extra-curricular activities as you have from the standpoint of athletics.

Dean Harper: That is right. All major athletic activities have the same requirements that they do for scholastics. That is largely the Big Six Conference requirements which require that a student be in his second year of residence before participating and that he complete at least 27 semester hours the two preceding semesters.

Dean Nowotny: You mean a freshman cannot be in the band?

Dean Harper: Well, now, of course if you are going to have any rules that you cannot make exceptions to, you might just as well throw the rule out. (Laughter) We do have a few freshmen in the band. That is one of the organizations in which we make exceptions, but there are only a few, and we do not permit the freshmen to go on any trip with the band or take part in public performances with the band, unless they are in good standing scholastically. We eliminate those who are falling below in their studies.

Dean Hampton: Do freshmen work on publications?

Dean Harper: I said major activities. You have freshmen to carry water and do errands and so forth in all activities, just as they do a lot of hard work in athletics, but they do not get credit for it. They cannot be members of organizations as such, or hold offices, or take any major part. In publications they get no credit. Their names cannot appear in any place, or in other words, our whole object is to discourage overemphasis on the part of the freshman.

Dean Hampton: On our campus that question comes up. The freshman can work there and if he falls down, he is supposed to stay out of it. But we felt that the freshmen are in there. Sometimes they do more work than the head of the publication, or they work harder in order to get there when they become a sophomore. Some of them put in more time. I wonder if anybody keeps freshmen out of everything unless they prove themselves?

Dean Harper: We do not, but the freshmen cannot be members of any of the dramatic clubs, they cannot take part in committees or councils, or hold student offices. Neither can transfer students until they have been there two semesters and have earned their 27 hours.

Secretary Turner: Do you exempt your band members from the military, so that they get credit for the military through their band work?

Dean Harper: That is handled by our military department. That is a matter for the colonel, and they usually require them to take one semester of military along with their third semester band. They may be required to take more than one semester, but that is a matter that is decided by the colonel.

Dean Wunderlich: Who checks these various activities?

Dean Harper: Our office.

Dean Lloyd: Have you been able to discover what freshmen do as matters of compensation for these types of discipline? On most campuses, freshmen do something whether they call it extra-curricular or not. Our philosophy has been a little in the other direction from what you have explained on that. I am wondering how we might defend a policy of leaving them entirely to the academic world.

Dean Harper: I think there is no organization that does not encourage all of its freshmen to get into activities, but we try to take off the overemphasis by not allowing them to hold important positions or receive particular credit for that work. They do receive it. The boy who works as a brick carrier for the manager of the Daily Nebraskan, gets credit through the chances of a better job in his sophomore year. But that is all the credit he gets.

Chairman Mallett: Is this not where your counseling comes in—working with the students?

Dean Harper: Of course, as to this eligibility, we do not claim to be 100 per cent efficient in carrying it out and administering it. It is a big job and would take far more time than we devote to it, if it was done to the letter like it is done in athletics. But my work deals primarily with that, and with the matter of scholarship. That is, our office is charged with the administration of the university rules on scholarship, and we have a committee which is an Appeals Committee, but it seldom ever meets. We handle all those cases. We approach

them in this manner: When a boy is in difficulty, scholastically, we try to find out and help him make the adjustment or solve his own problem. That is our objective.

Dean Thompson: How far must a man's scholarship go down?

Dean Harper: Our rules provide that if a student fails to carry successfully, two-fifths or more of his hours of registration, at the end of the first six weeks, at the end of twelve weeks, or at the end of the semester, he is subject to dismissal. Now of course, the way it works out is that it is up to the student affairs as to whether that student is dismissed or placed on probation.

Dean Thompson: Do you have a six week's report on all students?

Dean Harper: We have a six week's report. We ask the faculty to report any unsatisfactory progress which we refer to as incomplete or failed work at that time. A student in good standing needs to report.

Dean Thompson: My question, Dean Harper, primarily is this: Whenever a person comes in or is called in to be counseled on scholarship matters, how much work must he have failed in before you call him in?

Dean Harper: We try to call in all who are down as we say, or below in two-fifths or more of their hours during the six weeks. That is the sort of a standard we go by. Now, we frequently call in others with excessive absences and so forth, but we call in all of those who are falling behind in two-fifths or more.

Dean Johnson: You make no distinction between the brilliant student doing average work and the average student doing poor work? You do not try to check first class?

Dean Harper: No, it is a pretty big job to keep track of those who are doing very poorly.

Dean Moore: Are you not letting the academic dean slip something over on you?

Dean Harper: Possibly.

Dean Moore: You say you do all the checking of athletic eligibility?

Dean Harper: No, we do not. If you want to know how that works, I will tell you that the athletic department sends to the registrar a list of the athletes in each sport, and that is checked and sent back to them, but if a man is not eligible, there is no argument, he is just not eligible on that list. When the six weeks rolls around and we have some boys falling behind in twelve hours, that is not a conference requirement, it is a universal requirement. In addition to the conference requirements we tell them they have to keep up with the twelve hours, minimum. We have a list also, and we go across to the

registrar and borrow that list and check it on the six weeks' report and give them ten days to get that up. If not, they are out.

Chairman Mallett: Is it not true that if this star fullback that Bostwick caught up with was on that list, you would keep him in school until the football season was over?

Dean Harper: I do not like to get into personal names, but I had the unpleasant task here of dismissing one of our star halfbacks in May. Now of course we hope we have a few other star halfbacks too, enough of them, but that fellow was not going to school.

Dean Johnson: Concerning the checking of these activity lists other than athletic, do you have trouble in determining who are members of various activities? We have had the problem on our campus that either from the students in charge of those activities or even in some cases from faculty advisers, we are unable to get correct lists, because here somebody will be coming up for a star role in a musical comedy or some such thing, and grades are in two or three days before the performance is to go on. Even the faculty advisers are sometimes unwilling to risk breaking the show by turning these reports in.

Dean Harper: We are a service office, and we try to carry out the jobs that are handed us by the various organizations such as these committees on student organizations. This matter of eligibility is one of the Senate Committee requirements. If an organization such as one we have on our campus puts on an all male cast stunt such as they do each spring, and if they try to cover up the names, or use a man they do not list, that might happen once in a while, but I think very seldom, because if it should happen, they would be called on the carpet before the General Faculty Committee. They want to put on their show every spring, and they have to get permission to do it every year. They try their level best and they do pretty well. Like the student council, we can always get that list and the lists of the various organizations by sending a letter to the chairman. They are turned in at the beginning of each semester.

Chairman Mallett: May I clear up a question that has at least come to my mind. You have told us what you do in the office. Now there is a good deal of this checking and the matters of getting the lists and so on done by the clerks and secretaries. Is your job primarily that of counseling these students down there?

Dean Harper: I would say the scholarship job in regard to poor scholarship takes 75 per cent of my time.

Chairman Mallett: That is constructive counseling, is it not, and not telling them just that they have to go home?

Dean Harper: If we have to, we do that. We drop several at the end of the semester and many more at the end of the year. But where the picture is very black, what is the use of going on another month? We talk them out of it rather than kick them out. (Laughter) And very, very seldom do we have much disagreement either on the part of the student or parents.

Dean Bishop: You mentioned the fact that you had pretty good cooperation from the faculty advisers. How and by whom are they appointed?

Dean Harper: The advisers on the curricular or the extra-curricular?

Dean Bishop: The extra-curricular.

Dean Harper: Usually we try to get the student group to select their own faculty advisers, and they did. We found it works out very satisfactorily.

Dean Bishop: Are their appointments assigned to your office?

Dean Harper: The dean usually writes them a letter and asks them if they will not serve because they were asked to serve by the students, and they are very willing, much more so than I think they would be if we tried to put them in the job.

Dean Richards: I would like to raise the point, which is perhaps too large for mature discussion this morning, but it seems to me that Dean Harper's statement bears out an impression that a number of us may have, to the effect that we are in danger of getting bogged down with the weak students. Sixty or seventy per cent of our time is going to the students who are not making the grade. It may be that that student is working up to capacity. He needs advice and help, but are we not missing a bet when we overlook the upper high school graduates who come to college and are quite content with a C? They get so busy with social activities and so on, that they leave college with what we call a satisfactory grade, but with very little intellectual development. It seems to me that there is a very large problem there to swing our emphasis constructively to the better students, who after all, will represent our institutions and make a social contribution, more so than the weak students can make.

Chairman Mallett: I think you are right there. I was talking with Dean McCreery yesterday, and next year he is working out a program with these lower students. I know we have had one at Iowa where we have tried to make that work automatically as far as possible, and we are trying to put more of our attention on the brilliant students who are either doing poor work, or perhaps counseling the brilliant students doing the good work, but seeing that they are going down the right channel. I think we have to be careful there and

realize that sometimes the man who gets a D, does deliver when he gets out in the world, and we cannot overlook him entirely.

Gentlemen, our time is up.

Dean Harper: I do not want to leave the wrong impression here on what we are doing. The better students of course are given as much time as possible by their own advisers and by their own departments and by their own college advisers, and so forth. Someone has to eliminate these poorer students like a good many jobs that have been handed to the dean's office, and we eliminate them. I would like to be able to spend a lot more time with the better students. There are many fine students that I have never met or seen in our university. I know a great many of the poor ones. That happens to be my lot. I cannot help it. I suppose somebody has to do that.

Chairman Mallett: I think a lot of us can sympathize with Dean Harper's situation.

Gentlemen, we appreciate your cooperation. You might appreciate knowing that there have been 76 questions from the floor. We felt that we might have to put on a bull session up here. We appreciate your cooperation. We hope we have given you some ideas as to how the dean of men looks at this. I think I can sum it up perhaps, by saying simply that the assistant deans tend to look at it as their bosses do, which is quite proper, and I think this morning, we have had a fairly good representation of the various fields of work in which those of us who are coming into the field are interested in developing and growing. Thank you very much. (Applause)

.....President Findlay assumed the Chair.....

President Findlay: Thank you very much for the fine contribution you have made to the program of the Convention.

We come now to the business meeting, with forty-five minutes to go until twelve o'clock.

As the first order of business, may I call on the Committee in charge of presenting resolutions to the Convention. The Committee Chairman is Dean Dirks.

Dean Dirks: President Jim, and Members of the Association: The Committee on Resolutions offers the following:

"WHEREAS, Through the death of our Vice-President for the year 1940, Dean George Ware Stephens of Washington University, our Association has lost a valuable member, and Washington University, and the whole field of education a great administrator, teacher, and counselor, therefore be it

"RESOLVED: That the National Association of Deans and Advisers of Men through this means express our sincere respect and esteem for Dean Stephens, our keen sense of loss in his passing, and our deep appreciation of his fine contributions to this Association and to the cause of education, and be it further

"RESOLVED: That we extend to his family our deepest sympathy and that copies of this resolution be sent to Mrs. Stephens, and to the President of Washington University."

"WHEREAS, This twenty-second annual conference of Deans and Advisers of Men has brought us together under such delightful auspices, has given us the opportunity of renewing old acquaintances and of making new ones, has given us new zeal and new energy for our work, and better understanding of our problems through personal contacts, informal discussions and formal addresses, therefore be it

"RESOLVED: That we extend to our gracious hosts, Dean and Mrs. J. L. Bostwick, our sincere appreciation of their generous hospitality, their meticulous care in seeing that the stay of the deans and their wives in Albuquerque was both pleasant and profitable, and their generous giving of themselves, their time, and their home for our benefit and pleasure; to Judge Sam Bratton, President of the Board of Regents, for his apt and gracious words of welcome; to President and Mrs. Zimmerman for their hospitality and their participation in our program; the faculty and students of the University of New Mexico, and to the Chamber of Commerce, City Administration and townspeople of Albuquerque who contributed in so many ways to the pleasure and profit of our stay; to the Hilton Hotel for the many fine services rendered to the Association as a whole and to the individual members; to the newspapers of Albuquerque for their generous coverage of our meetings; and be it further

"RESOLVED: That we express to our officers of our Association, Deans Findlay and Turner, our sincere thanks for the excellent program they arranged; to those who appeared on the program for their contributions, and especially to Deans Bradshaw and Small, who though unable to be present, made valuable contributions to the meeting through the papers they sent; and to Roe Bartle of Kansas City, for one of the most challenging inspirational addresses the Association has ever been privileged to hear."

"Respectfully submitted,

Louis H. Dirks, Chairman
DePauw University

John Bruere
College of Wooster

John W. Bunn
Stanford University

R. Malcolm Guess
University of Mississippi."

Mr. Chairman, I move the adoption of the resolutions.

Dean Cole: I second the motion.

Dean Nowotny: How about including Dean Bostwick's secretary who worked so hard here, Miss Elder?

President Findlay: Is that agreeable?

Dean Dirks: It is agreeable to me.

Dean Cole: It is also agreeable to me.

President Findlay: As many as favor the motion signify by saying, "aye"; those opposed, "no". The motion is carried unanimously.

Dean Dirks: I think there was a suggestion made to the Committee, but it did not come to the Committee, consequently there is no action on it. I feel that was a matter that was really something for the Association to handle on the floor. The Committee on Resolutions, as I understood it, was to be a Committee to memorialize and to express thanks, and I did not see where this would fit into this particular type of resolution anyway. But, that matter did not come to the Committee anyway. I think that was the placement question. That probably should not be included in these memorial resolutions and resolutions of gratitude.

There is another matter I want to mention while I am here. We did not see a place for it in the Committee on Resolutions, and yet I feel some action should be taken. Reference was made last night to some of the older deans who really are responsible for this great Association, who are unable to be here for various reasons, who ought to be remembered in some way. The Committee felt that the best way to handle that would be for this Association to send telegrams to these deans. I refer to Dean Culver for one, Dean Bursley, Dean Goodnight, Dean Coulter, and possibly some others that I think the floor should suggest. We should take that action here perhaps, and not incorporate it in the resolution, because it is rather difficult to incorporate that in resolutions, and yet I think the body should in some way remember certain very valuable members of this Association who are not here today, and I leave it to the Chairman to take it up with the floor.

President Findlay: The Chair suggests we take first this last question that Dean Dirks presented, if it is your wish. What does the group feel in terms of sending that communication by wire or otherwise, to the deans suggested, or others that might be suggested?

Dean Thompson: I move that the Secretary be instructed to send greetings to what we call the members of the "Old Guard" who are not here. I make that in the form of a motion, and to leave it to the Secretary to transmit that in whatever way he thinks best.

Dean Guess: I second the motion.

President Findlay: Those in favor of the motion please signify by saying, "aye"; those opposed, "no". The motion is carried.

Now in the matter that Dean Dirks mentioned as to leaving to the group the matter of placement. I think Dean Turner can review

in just a word, the request that came to us in terms of securing the comments from the Convention as a whole on that problem.

Secretary Turner: I do not know where the letter is at the moment. It was a letter from Dr. Kelly in Washington asking if we would care to cooperate with the United States Department of Education in any kind of cooperative study of placements, which he said he was sure was not being done any place in the country with possibly a very few exceptions. I move that we notify Dr. Kelly that we will be glad to cooperate with him in any way that he sees fit to use us.

Dean McElroy: I second the motion.

President Findlay: As many as favor the motion, signify by saying, "aye"; those opposed, "no". The motion is carried.

We had what amounts to a special committee on the problem of dealing with military training on the college campuses in the face of a national emergency. Is that Committee ready to report at this time?

Dean Postle: McElroy was Chairman. The Secretary has the revised copy and I suggest he read it.

Secretary Turner: The revised copy reads as follows:

"In view of the general world conditions and the threat which they offer to our American institutions and way of life, the National Association of Deans and Advisers of Men declares itself wholeheartedly in favor of an adequate system of national defense.

"Data on individual differences show that each man can make his optimum contribution only when placed in the position for which he is peculiarly adapted by aptitudes and preparation. This Association, therefore, favors that system of classification and training which takes cognizance of these variations in human ability, and importunes the National Defense Council to recognize study in fields of higher education, such as engineering, medicine, agriculture, natural and social sciences, languages, psychology, physical education, research, and so forth, as a fundamental part of his period of service. It recommends further that in establishing an adequate system of national defense that insofar as is practicable the program be planned in connection with normal academic and occupational pursuits.

"The Committee also recommends that this resolution be adopted by the Association, and that copies be sent immediately to the National Defense Council."

President Findlay: You have heard the report.

Dean Hubbell: I move the report be accepted.

Dean Helser: I second the motion.

President Findlay: If there is no discussion, as many as favor the motion on this revised resolution, signify by saying, "aye"; those opposed, "no". The motion is carried.

Are there any other resolutions to be proposed from the floor? We will then have the report of the Committee on Nominations and Place.

Dean Postle: That is divided into two sections. The first report on the place for the next Convention will be given jointly by Mr. Turner and myself, and the second report on nominations will be given by our good Dean Vic.

The Committee on the Place for the next Convention, after considering invitations from five or six colleges and universities, and perhaps a dozen from hotels in which there were no colleges or universities, finally, giving consideration to where the convention was held this year, and to certain requests from absent members that it be held in a more central location next year, decided to put on the floor, simultaneously, a suggestion of two places, and let the Assembly here gathered make the decision between the two.

Now, the two places decided upon were the University of Cincinnati, and the University of Illinois. Now, both Dean Turner and I are extremely modest, and consequently, we agreed between ourselves that each of us would extoll the virtues of the other's school facilities and put them adequately before you, and thus be saved from accusation of unduly touting our own institutions. (Laughter)

Gentlemen: Three hundred years ago, John Alden was importuned by a good friend of his, to extoll the virtues of the other man in applying for the hand of the fair Priscilla. In so doing, he won for himself undying fame, and an action on the part of the importuned, which I hope may take place today. Nevertheless, I, in all fairness and in all justice to my good friend Fred, must say to you that the Indians left Illinois in disgust over 100 years ago. (Laughter)

There is no turquoise, there are no Mexican blankets, there is no fine Indian entertainment such as we have experienced here. Nevertheless, 100 miles South of that great metropolis of Chicago, nestling among those beautiful hills around Urbana, there is a grand University, a University which next year is dedicating a million and a quarter student union, and whose Dean has graciously invited this Assembly to come and take part in that dedication. There are, I am told, hotel facilities, the like of which are found only in a great metropolis.

There are, too, three wonderful golf courses, and yet in addition to that, Fred tells me that there are no distractions to take the attention of the members from the duties at hand. All of these points, go, I should say, in the direction of Illinois.

When the National Association of Deans of Men was a two-year-old, and was doing, as it were, its first "hooplah" dance, and we gather that it was doing it beautifully as the dance of the two-year-old which we saw done so beautifully last night, it did that two-year-old performance at the University of Illinois, in the woods at Urbana. Now,

twenty years later, it will be twenty-one years next year, having reached maturity, it seems to me only fitting and proper that the National Association of Deans and Advisers of Men go back once more to the old homestead, or the old woods, as it were, in celebration, and consequently, I think that in having attained its maturity, and having gone back there, it will find waiting for it, no less worthy a host, than our good Dean Bostwick has been here at New Mexico.

Consequently, Gentlemen, I would lay before you at this time, the name of the University of Illinois as the place for the next Convention of this Association. (Applause)

President Findlay: May we hear now the speech of the gentleman who will represent the University of Cincinnati.

Secretary Turner: Gentlemen, I simply cannot present to you a group of beautiful words such as you have just had. However, I can present facts to you. (Laughter)

The University of Cincinnati has never had the National Association of Deans and Advisers of Men, and the City and the Institution would like to have the Convention next year. I might say to you that going to the University of Cincinnati would be in line with the general idea that the Executive Committee set up two years ago, namely, of taking the meeting after the meeting in 1940, back into the middle West, someplace. You cannot get anything any mid-westerner than the University of Cincinnati, because it is practically within a stone's throw of the center of population of the United States.

The University is a lovely place; the city is a lovely place. Illinois may have a new union building in operation in the fall. Cincinnati has one in operation now, and it is a lovely thing. It would be a fine place to meet.

The hotel facilities in the city of Cincinnati are unexcelled. As a matter of fact, the fanciest piece of work that came to us from any single hotel, came from one of the hotels in Cincinnati, and having stayed in that hotel, I can assure you that it is equal of anything. I will stack it up against anything in New York City, because at least one of the hotels in Cincinnati is simply tops. It is not far from the campus, easily accessible.

Something should be said about the city itself. It is a lovely city. The city is built on a hill. As a matter of fact, to get from one part of town to the other, you have to go down one hill and up the next valley to get to it. (Laughter) Do not laugh about that. It makes for the lovely city that it is. It is on the Ohio River. It is a picturesque city. There is something about the city that just hits you right. It is old and yet it is new. It has a lot of "oomph." That will fit it. (Laughter) The city as a whole, would add its welcome, I think, as well as our University. It is the home of Ivory Soap, and the home of Robert Taft.

Seriously, the city does offer a fine opportunity for a lady's program. There are many things in Cincinnati worthwhile. The Union Station there will knock your eyes out. The like of it cannot be found any place in the country. That is true of a lot of things in this city. It is an old German-American city, and there is a lot of hospitality there, and I think you will find if you take the convention there, you will have made no mistake. (Applause)

President Findlay: If there is no objection, the Chair will ask for a show of hands as to the choice of the Convention for the place for next year. As many as favor the University of Illinois, please hold up your right hands. (13 raised their hands) As many as favor Cincinnati, please hold up your right hands. (19 raised their hands) (Applause)

The University of Cincinnati has the Convention for next year. (Applause)

Dean Moore: I move we make that unanimous.

.....The motion was duly seconded.....

President Findlay: As many as favor the motion, signify by saying, "aye"; those opposed, "no". The motion is carried unanimously.

Dean Postle: I want to thank this august Assembly for their confidence in my city, and we will do our best to make your Convention next year a worthwhile endeavor, so far as the city and observance there is concerned, at least.

President Findlay: Now we come to the last half of the report of the Committee on Nominations and Place. Dean Moore of Texas.

Dean Moore: Mr. Chairman, I would like to state in the beginning that this Committee has worked under some difficulties. Four of the five members were pro tem appointees, and unfortunately, too large a proportion of Irish were included in that group of four. We wound up with a rump committee. We had to expel the Chairman and one other member of the Committee and there were only three, a working majority of the bolsheviks were left, and we are now ready to make a unanimous report. (Laughter)

I will mention the nominee for the hardest job of the lot. This task of selecting candidates for President is the simplest thing that could be found. Some of us were discussing last night at the dinner, and we decided that there were at least fifty men here who were capable and perhaps deserved the honor of the presidency. However, when it came to the question of who should be our Secretary-Treasurer for the ensuing term of three years, there was no question whatever in our minds that while Fred Turner deserved consideration for the Presidency, the Vice-Presidency and any other offices he might want, there is no other man in our group who can as efficiently and satisfactorily perform the duties of Secretary-Treasurer. So, the Committee

unanimously recommends Fred Turner for the position of Secretary-Treasurer. (Applause)

President Findlay: As many as favor the recommendation signify by saying, "aye"; those opposed, "no". The recommendation is carried unanimously.

Dean Moore: The recommendation of the rump committee for Vice-President is that we elect A. S. Postle, Dean of Men at the University of Cincinnati.

President Findlay: As many as favor the recommendation signify by saying, "aye"; those opposed, "no". The motion is carried, also unanimously.

Dean Moore: Another man had to be fired in order that we could make the next recommendation. The recommendation for the Presidency is that we select one of the old guard, a man who has been quite modest, but one of our strong pillars, one of the men whom we have learned to love. The Committee, in its final form, recommended unanimously, J. J. Thompson of St. Olaf College in Northfield, Minnesota.

President Findlay: As many as favor this recommendation signify by saying, "aye"; those opposed, "no". It is also carried unanimously and will Dean Thompson come forward so I may turn over to him the gavel. (Applause)

.....President Findlay presented the gavel to

President-Elect Thompson, as he assumed the Chair.....

President-Elect Thompson: President Findlay and Fellow Deans: We all have aspirations and we have dreams of things that we hope for. There is one thing that I had never hoped to attain, and that was the privilege of holding this gavel. I sort of sensed that there might be something doing yesterday, when I was gently nudged off that Committee. (Laughter) But not until he came along with his recommendation did I really realize that they were honestly sincere in their intention to present my name before the Convention.

I want to assure you that I consider this the greatest distinction that will ever come to me during my life. I consider it the greatest thing that has come, and I do not expect that anything will happen to me that I will treasure more than being placed in this responsible position by you men from all sections of the country. I thank you for the honor, and I hope that you will not have entirely misplaced your confidence and your hopes of a somewhat successful President.

I want to ask you to cooperate with us in the preparation for the next meeting, by suggesting either to the Secretary or to the Vice-President or to myself, men whom you may happen to know who are preparing papers, or are interested in topics or problems that are of interest to this organization, and also to suggest problems that might

be discussed informally as we did today, either in the question box, or at a panel discussion. I would like to have every man consider that his responsibility from today on, and if it were not for the fact that I realize that we have such a wonderful man in our Secretary, and that we also have an excellent Vice-President for next year, I would not feel justified in accepting this position. But I am going to do so. I suppose my vanity plays into this decision as it would with everybody else.

I want to thank you again for electing me to this position. Now I have touched upon one of the two points the Past-President suggested. The other is the question of time for the Convention. That, I believe, is usually left with the Executive Committee. The only time that I remember that we have brought that matter on the Convention floor has been when there was a question of a summer session, and I take it that if there are no suggestions brought out now for a summer meeting, then we will go back to the regular schedule of winter meetings or school term meetings. The date will be set by the Executive Committee, and you will be notified as soon as the dates have been set.

Secretary Turner: Mr. President, I would like, if Art will do so, to have him tell us just about when the red buds and the dogwoods get into bloom in Cincinnati. That is about the most beautiful time around the Ohio River.

Dean Postle: That all depends. I am not enough of a follower of the flora and fauna to give you the chronological day that it arrives, but my recollection is that it is sometime in April, and corresponds roughly with about the time we have generally had the meeting, which is about the third or fourth week in April.

Secretary Turner: We ought to set it around that time.

Dean Postle: Did you say the red buds or the reds? (Laughter)

Secretary Turner: I have one other point I want to bring up before the meeting is adjourned.

.....Announcements.....

Dean Newman: I think all of us are prone to take a lot of things for granted, and I should like to add one further move to what Dean Moore has said. Fred Turner has done for us a remarkable job for three years, and we have just taken it for granted. He is going to accept this job for three more years, and we are taking that for granted. I move that we give him a rising vote of thanks for the term he has just completed and also that many for the term which he is undertaking at this time.

President Findlay: I second the motion.

.....The audience arose and applauded.....

President-Elect Thompson: I believe we better see what you look like after expressing our thanks.

Secretary Turner: I will not only stand up, but I want to say something. I will say to you that I not only thank you for the job for another three years, but I welcome the opportunity. We are right now doing more placing of our younger men and some older men too than we have ever done before. We have had numerous letters from various institutions over the country asking for suggestions for young men and some for older men, and some of the older men have been placed, and with that going on in the country, I am tickled to death to have the opportunity to go ahead with it. I think anybody else can do it just as well, but when we have the country used to dealing with the office in a certain spot for a while, it may be an advantage.

We had a young man on the platform this morning who came into the ranks through the Association. Art wrote to the Secretary and said, "Where is there a young man who wants to come into my campus?" Alan Johnson was on the platform this morning. We have that going and I hope we can keep it going, and that is one reason I welcome the chance to go ahead with it. (Applause)

President-Elect Thompson: We are happy over the fact that you accept in that spirit.

Are there any other matters that should come to the attention of the Convention at this time? If not, we will call on Dean Bostwick for announcements.

.....Announcements.....

President-Elect Thompson: Before we adjourn the Convention I want to express the personal thanks to our President for the wonderful President he has been and for the splendid manner in which he has directed our program. I understand that our congenial President is not going to be with us as a Dean of Men, but I hope that whenever opportunity comes, that you will be with us all the same as a guest and adviser. We need advisers in this group also.

Are there any further matters to be brought up at this time? If not, I declare the Twenty-Second Convention of the National Association of Deans and Advisers of Men, adjourned.

.....The Convention adjourned at twelve o'clock.....

APPENDIX A.

The 1940 National Study of the National Association of Deans and Advisers of Men is actually a continuation of the Functional Survey of 1932 and 1939. In the 1940 study, 316 questionnaires were mailed to Deans and Advisers of Men, and useful replies were received from 114 of these.

The 1940 study is divided into three parts, which are classified as A. B. and C.

The Questionnaire for Section A is as follows:

A. DIRECTIONS

The Roanoke Convention ordered a survey of the relative importance of various functions, weights of duties, etc., in an attempt to determine for our members which functions are essential, which are desirable, undesirable, and which are administered by Deans and Advisers of Men as matters of expediency. This table is arranged so that when it is properly filled out, it will give us your opinion of the relative importance of your own duties.

In our studies of 1932 and 1939, we listed 54 functions. The American Council on Education lists 23 groups of personnel services. Dean Findlay in his report at the Roanoke meeting pointed out that every one of our 54 listed functions could be classified in the 23 groups of personnel services. Therefore, it seems wise in making this study to include both the American Council's listing, and our listing, in their proper relationships.

Since this is a study of relative importance of these various functions, we ask you to rate these functions as you see them in your own work according to the following scale:

1. Functions which you administer which you believe are essential to the success of your work.
2. Functions which you administer which you consider highly desirable but not absolutely essential.
3. Functions which you administer which are desirable but not as important to you as "1" or "2".
4. Functions which you do not administer at the present time, but which you believe should be added to your duties.
5. Functions which you administer passively because they have been assigned to you as a matter of expediency.
6. Functions which you administer because they have been assigned to you, but which you believe to be undesirable for your office, regardless of where they be re-allocated, if at all.
7. Functions which you now administer, but which you believe should be definitely assigned to another existing office.

8. Functions which you now administer but which you believe should be assigned to a new office which should be created on your campus.

9. Functions in which you share the administration with another office, but in which you consider your participation essential.

10. Functions in which you share the administration with another office, but in which you consider your participation as desirable.

11. Functions in which you share the administration with another office, but in which you consider your participation undesirable.

To fill out the blank, read the function, then write in the column provided at the right, the number of the above statement which is your opinion of the relative importance of the function for you.

RETURN TO FRED H. TURNER—152 Administration Building, Urbana, Illinois.

INSTITUTION			YOUR RATING
REPORTED BY			
TITLE			
DATE			
NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN FUNCTIONS	YOUR RATING	AMERICAN COUNCIL ON EDUCATION FUNCTIONS	
1. Determine admissions.	.....	1. Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education.	
1. Determine admissions.	.....	2. Selecting and admitting students, in co-operation with secondary schools.	.....
7. Interview entering students for personal history records.	.....	3. Orienting the student to his educational environment.	.....
2. Conduct "Freshman Week".	.....	
3. Supervise Orientation courses.	.....	
10. Make up students' class schedules.	.....	
17. Aid students in making academic adjustments.	.....	4. Providing a diagnostic service to help the student to discover his abilities, aptitudes, and objectives.	.....
19. Analyze and adjust students' social problems	.....	
20. Analyze and adjust students' emotional difficulties.	.....	
21. Analyze and adjust students' moral problems.	.....	

41. Supervise vocational counselling program.	.....
16. Officially administer educational counselling program.	5. Assisting the student throughout his college residence to determine upon his courses of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings.
17. Aid students in making academic adjustments.	.....
1. Determine admissions.	.....
2. Conduct "Freshman Week".	6. Enlisting the active cooperation of the family of the student in the interest of his educational accomplishment.
7. Interview entering students for personal history records.	.....
18. Administer penalties imposed for unsatisfactory work.	7. Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, and so forth, and through progression in religious, emotional, social development, and other non-academic personal and group relationships.
19. Analyze and adjust students' social problems.	.....
20. Analyze and adjust students' emotional difficulties.	.....
21. Analyze and adjust students' moral problems.	.....
41. Supervise vocational counselling program.	8. Assisting the student to clarify his occupational aims and his educational plans in relation to them.

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN FUNCTIONS	YOUR RATING	AMERICAN COUNCIL ON EDUCATION FUNCTIONS	YOUR RATING
33. Supervise health service.	9. Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors.	.....
36. Supervise physical examinations.		
37. Recommend students for remedial medical treatment.		
38. Recommend students for remedial physical education.		
39. Recommend students for remedial psychiatric treatment.		
40. Supervise mental health clinic.		
34. Supervise housing	10. Providing and supervising an adequate housing program for students.	.....
35. Supervise institutional dining halls.	11. Providing and supervising an adequate food service for students.	.....
24. Advise with student government.	12. Supervising, evaluating, and developing the extra-curricular activities of students.	.....
25. Advise with interfraternity government.		
26. Supervise fraternities.		
27. Regulate student participation in other non-athletic extra-curricular activities.		
28. Regulate student participation in athletics.		
29. Audit student organization accounts.		
30. Supervise social calendar.	13. Supervising, evaluating, and developing the social life and interests of students.	.....
31. Administer social regulations.		
32. Approve chaperons for parties.		

21. Analyze and adjust students' moral problems.	.....14. Supervising, evaluating, and developing the religious life and interests of students.	.....
11. Select members of faculty.	.....15. Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible.	.....
12. Approve selection of faculty members.		
13. Conduct faculty meetings.		
14. Formulate curricula.		
15. Supervise catalogue.		
22. Administer student loans.	.....16. Coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help.	.....
23. Administer student scholarships.		
42. Supervise placement of part-time workers.		
5. Keep official academic record of student.	.....17. Keeping a cumulative record of information about the student and making it available to the proper persons.	.....
6. Keep copies of academic record of student.		
8. Keep official record of students' personal history.		
9. Keep copies of record of students' personal history.		
18. Administer penalties imposed for unsatisfactory work.	18. Administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved.	.....
45. Grant excuses for class absences.		
46. Enforce automobile regulations.		
47. Penalize students for moral delinquencies.		
48. Penalize students for class absences.		
49. Penalize students for chapel or assembly absences.		

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN FUNCTIONS	YOUR RATING	AMERICAN COUNCIL ON EDUCATION FUNCTIONS	YOUR RATING
50. Penalize students for infractions of student organization regulations.		
51. Penalize for infractions of social regulations.		
52. Penalize for infractions of housing regulations.		
53. Enforce payment of students' private bills.		
54. Enforce payment of students' institutional bills.		
19. Analyze and adjust students' social problems.	19. Maintaining student morale by evaluating, understanding, and developing student morales.	.....
20. Analyze and adjust students' emotional difficulties.		
21. Analyze and adjust students' moral problems.		
43. Supervise graduate placement.	20. Assisting the student to find appropriate employment when he leaves the institution.	.....
41. Supervise vocational counselling program.	21. Articulating college and vocational experience.	.....
16. Officially administer educational counselling program.	22. Keeping the student continuously and adequately informed of the educational opportunities and services available to him.	.....
44. Supervise vocational "follow-up" program.	23. Carrying on studies designed to evaluate and improve these functions and services	.....

CHART 1.

SECTION A—COMPOSITE OF OPINIONS AS TO RELATIVE IMPORTANCE OF FUNCTIONS

NADAM—FUNCTIONS

	1	2	3	4	5	6	7	8	9	10	11
1. Admissions	9	3	2	7	—	—	—	—	20	24	2
2. Freshman Week	37	9	6	3	—	—	—	—	33	10	1
3. Orientation Courses	24	7	1	9	1	1	—	—	19	11	2
4. Research	—	—	—	—	—	—	—	—	—	—	—
5. Official Academic Record	6	—	2	1	—	—	—	—	5	4	2
6. Duplicate Academic Record	37	4	4	3	—	—	—	—	6	3	1
7. Freshmen Background Records	28	6	2	6	—	—	1	—	16	12	3
8. Official Personal History	44	5	2	5	—	—	—	2	8	5	1
9. Duplicate Personal History	31	7	—	6	—	—	—	—	6	5	—
10. Class Schedules	8	2	2	—	1	1	—	—	10	17	1
11. Select Faculty	—	3	1	1	—	—	—	—	3	8	1
12. Approve Faculty	1	2	2	2	—	—	—	—	4	5	1
13. Direct Faculty	1	1	1	1	—	—	—	—	3	2	2
14. Formulate Curricula	3	1	—	—	—	—	—	—	10	16	1
15. Supervise Catalog	3	—	2	—	—	2	1	—	5	10	1
16. Educational Counselling	25	6	—	3	—	—	—	—	22	25	—
17. Academic Adjustments	42	9	5	2	—	—	—	—	27	15	1
18. Penalize Failures	24	1	5	1	—	1	1	1	21	17	4
19. Social Problems	67	8	3	1	—	—	—	1	10	6	1
20. Emotional Problems	41	8	4	—	1	—	1	2	32	12	—
21. Moral Problems	58	7	2	—	—	—	—	1	26	8	—
22. Student Loans	19	9	3	5	—	—	1	2	20	21	—
23. Scholarships	14	9	4	7	—	—	—	1	26	16	—
24. Student Government	61	12	3	3	—	—	—	—	9	10	—
25. Interfraternity Government	63	9	1	1	—	—	—	—	8	5	1
26. Fraternities	54	10	1	—	1	—	—	—	6	8	1

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NADAM—FUNCTIONS	1	2	3	4	5	6	7	8	9	10	11
27. Extra-curricular Activities	32	9	4	2	1	—	1	—	21	15	—
28. Athletic Participation	16	6	2	5	—	—	1	—	14	17	1
29. Organization Accounting	14	4	1	6	—	—	1	—	9	10	—
30. Social Calendar	30	3	2	2	1	—	1	—	23	18	—
31. Social Regulations	33	4	1	1	—	—	—	—	27	14	2
32. Chaperons	27	3	3	—	—	—	—	—	12	8	1
33. Health Service	5	3	2	4	3	—	1	2	15	20	2
34. Housing	52	12	2	5	1	—	2	1	13	8	1
35. Dining Halls	4	1	—	2	—	1	—	1	11	16	8
36. Physical Examinations	1	2	1	4	1	—	1	—	7	15	6
37. Recommend Medical Treatment	11	4	7	4	1	—	1	1	16	25	4
38. Recommend Physical Education	5	5	5	4	1	—	1	1	14	21	4
39. Recommend Psychiatric Treatment	17	5	3	3	1	—	1	1	20	18	2
40. Mental Health Clinic	1	2	—	5	1	—	1	—	11	12	3
41. Vocational Counselling	23	5	3	8	2	—	1	2	18	24	2
42. Student Employment	24	11	3	3	—	—	1	2	19	18	—
43. Graduate Placement	7	3	1	4	1	—	—	2	12	19	1
44. Vocational Follow-up	9	3	1	4	—	—	1	3	8	14	1
45. Class Excuses	21	5	5	1	9	—	—	—	5	9	3
46. Auto Regulations	21	7	7	—	—	1	—	—	4	6	3
47. Discipline—Immoral	35	6	4	1	—	1	1	—	18	13	1
48. Discipline—Absences	11	4	4	—	4	2	1	—	7	7	1
49. Discipline—Chapel Absences	11	2	3	—	3	1	—	—	4	7	1
50. Discipline—Activity Infractions	18	6	3	1	3	2	—	—	18	13	1
51. Discipline—Social Regulations	27	6	5	—	3	2	—	—	19	18	—
52. Discipline—Housing Regulations	32	11	6	—	1	3	—	1	21	8	1
53. Collect Private Bills	11	6	7	—	7	5	2	—	3	7	3
54. Collect Institutional Bills	6	3	1	1	3	—	3	—	11	13	6

CHART 2**SECTION A—NADAM**

Number of Individuals Giving Rating 1—Essential to Functions Listed According to Rank in the Rating Class.

(For example—67 gave Function "Social Problems" rating of Essential.)

Rank	No. of Ratings	NADAM Function
1.	67	19. Social Problems
2.	63	25. Interfraternity Government
3.	61	24. Student Government
4.	58	21. Moral Problems
5.	54	26. Fraternities
6.	52	34. Housing
7.	44	8. Official Personal History
8.	42	17. Academic Adjustments
9.	41	20. Emotional Problems
10.	37	2. Freshman Week
11.	37	6. Duplicate Academic Record
12.	35	47. Discipline—Immorality
13.	33	31. Social Regulations
14.	32	27. Extra-curricular Activities
15.	32	52. Discipline—Housing Regulations
16.	31	9. Duplicate Personal History
17.	30	30. Social Calendar
18.	28	7. Freshmen Background Records
19.	27	32. Chaperons
20.	27	51. Discipline—Social Regulations
21.	25	16. Educational Counselling
22.	24	3. Orientation Courses
23.	24	18. Penalize Failures
24.	24	42. Student Employment
25.	23	41. Vocational Counselling
26.	21	45. Class Excuses
27.	21	46. Auto Regulations
28.	19	22. Loans
29.	18	50. Discipline—Activity Infractions
30.	17	39. Recommend Psychiatric Treatment
31.	16	28. Athletic Participation
32.	14	23. Scholarships
33.	14	29. Organization Accounting
34.	11	37. Recommend Medical Treatment
35.	11	48. Discipline—Absences
36.	11	49. Discipline—Chapel Absences
37.	11	53. Collect Private Bills
38.	9	1. Admissions

39.	9	44. Vocational Follow-up
40.	8	10. Class Schedules
41.	7	43. Graduate Placement
42.	6	5. Official Academic Record
43.	6	54. Collect Institutional Bills
44.	5	33. Health Service
45.	5	38. Recommend Physical Education
46.	4	35. Dining Halls
47.	3	14. Formulate Curricula
48.	3	15. Supervise Catalog
49.	1	12. Approve Faculty
50.	1	13. Direct Faculty
51.	1	36. Physical Examinations
52.	1	40. Mental Health Clinic

CHART 3**SECTION A—NADAM**

Number of Individuals Giving Rating 2—"Highly Desirable" to Function listed According to Rank in Rating Class.

(For example—12 gave Function "Student Government" rating of "Highly Desirable".)

Rank	No. of Ratings	NADAM Function
1.	12	24. Student Government
2.	12	34. Housing
3.	11	42. Student Employment
4.	11	52. Discipline—Housing Regulations
5.	10	26. Fraternities
6.	9	2. Freshman Week
7.	9	17. Academic Adjustments
8.	9	22. Student Loans
9.	9	23. Scholarships
10.	9	25. Interfraternity Government
11.	9	27. Extra-curricular Activities
12.	8	19. Social Problems
13.	8	20. Emotional Problems
14.	7	3. Orientation Courses
15.	7	9. Duplicate Personal History
16.	7	21. Moral Problems
17.	7	46. Auto Regulations
18.	6	7. Freshmen Background Records
19.	6	16. Educational Counselling
20.	6	28. Athletic Participation
21.	6	47. Discipline—Immoral
22.	6	50. Discipline—Activity Infractions

23.	6	51. Discipline—Social Regulations
24.	6	53. Collect Private Bills
25.	5	8. Official Personal History
26.	5	38. Recommend Physical Education
27.	5	39. Recommend Psychiatric Treatment
28.	5	41. Vocational Counselling
29.	5	45. Class Excuses
30.	4	6. Duplicate Academic Record
31.	4	29. Organization Accounting
32.	4	31. Social Regulations
33.	4	37. Recommend Medical Treatment
34.	4	48. Discipline—Absences
35.	3	1. Admissions
36.	3	11. Select Faculty
37.	3	30. Social Calendar
38.	3	32. Chaperons
39.	3	33. Health Service
40.	3	43. Graduate Placement
41.	3	44. Vocational Follow-up
42.	3	54. Collect Institutional Bills
43.	2	10. Class Schedules
44.	2	12. Approve Faculty
45.	2	36. Physical Examinations
46.	2	40. Mental Health Clinic
47.	2	49. Discipline—Chapel Absences
48.	1	13. Direct Faculty
49.	1	14. Formulate Curricula
50.	1	18. Penalize Failures
51.	1	35. Dining Halls

CHART 4.**SECTION A—NADAM**

Number of Individuals Giving Rating 3 "Desirable" to Functions Listed According to Rank in the Rating Class.

(For example—7 gave Function "Recommend Medical Treatment" rating of "Desirable".)

Rank	No. of Ratings	NADAM Functions
1.	7	37. Recommend Medical Treatment
2.	7	46. Auto Regulations
3.	7	53. Collect Private Bills
4.	6	2. Freshman Week
5.	6	52. Discipline—Housing Regulations
6.	5	17. Academic Adjustments
7.	5	18. Penalize Failures
8.	6	38. Recommend Physical Education

9.	5	45. Class Excuses
10.	5	51. Discipline—Social Regulations
11.	4	6. Duplicate Academic Record
12.	4	20. Emotional Problems
13.	4	23. Scholarships
14.	4	27. Extra-curricular Activities
15.	4	47. Discipline—Immoral
16.	4	48. Discipline—Absences
17.	3	19. Social Problems
18.	3	22. Student Loans
19.	3	24. Student Government
20.	3	32. Chaperons
21.	3	39. Recommend Psychiatric Treatment
22.	3	41. Vocational Counselling
23.	3	42. Student Employment
24.	3	49. Discipline—Chapel Absences
25.	3	50. Discipline—Activity Infractions
26.	2	1. Admissions
27.	2	5. Official Academic Record
28.	2	7. Freshman Background Records
29.	2	8. Official Personal History
30.	2	10. Class Schedules
31.	2	12. Approve Faculty
32.	2	21. Moral Problems
33.	2	28. Athletic Participation
34.	2	30. Social Calendar
35.	2	33. Health Service
36.	2	34. Housing
37.	1	3. Orientation Courses
38.	1	11. Select Faculty
39.	1	13. Direct Faculty
40.	1	15. Supervise Catalog
41.	1	25. Interfraternity Government
42.	1	26. Fraternities
43.	1	29. Organization Accounting
44.	1	31. Social Regulations
45.	1	36. Physical Examinations
46.	1	43. Graduate Placement
47.	1	44. Vocational Follow-up
48.	1	54. Collect Institutional Bills

CHART 5.**SECTION A—NADAM**

Number of Individuals Giving Rating 4—"Should Be Added to Office" to Functions Listed According to Rank in the Rating Class.

(For example—9 gave Function "Orientation Courses" rating of "Should Be Added to Office".)

Rank	No. of Ratings	NADAM Function
1.	9	3. Orientation Courses
2.	8	41. Vocational Counselling
3.	7	1. Admissions
4.	7	23. Scholarships
5.	6	7. Freshmen Background Records
6.	6	9. Duplicate Personal History
7.	6	29. Organization Accounting
8.	5	8. Official Personal History
9.	5	22. Student Loans
10.	5	28. Athletic Participation
11.	5	34. Housing
12.	5	40. Mental Health Clinic
13.	4	33. Health Service
14.	4	36. Physical Examinations
15.	4	37. Recommend Medical Treatment
16.	4	38. Recommend Physical Education
17.	4	43. Graduate Placement
18.	4	44. Vocational Follow-up
19.	3	2. Freshman Week
20.	3	16. Educational Counselling
21.	3	24. Student Government
22.	3	39. Recommend Psychiatric Treatment
23.	3	42. Student Employment
24.	2	12. Approve Faculty
25.	2	17. Academic Adjustments
26.	2	27. Extra-curricular Activities
27.	2	30. Social Calendar
28.	2	35. Dining Halls
29.	1	5. Official Academic Record
30.	1	11. Select Faculty
31.	1	13. Direct Faculty
32.	1	18. Penalize Failures
33.	1	19. Social Problems
34.	1	25. Interfraternity Government
35.	1	31. Social Regulations
36.	1	45. Class Excuses
37.	1	47. Discipline—Immoral
38.	1	50. Discipline—Activity Infractions
39.	1	54. Collect Institutional Bills

CHART 6.

SECTION A—NADAM

Number of Individuals Giving Rating 5—"Passively administered"

because assigned as expediency" to Functions Listed According to Rank in the Rating Class.

(For example—9 gave Function "Class Excuses" rating of "Passively Administered Because Assigned as Expediency.")

Rank	No. of Ratings	NADAM Function
1.	9	45. Class Excuses
2.	7	53. Collect Private Bills
3.	4	48. Discipline—Absences
4.	3	33. Health Service
5.	3	49. Discipline—Chapel Absences
6.	3	50. Discipline—Activity Infractions
7.	3	51. Discipline—Social Regulations
8.	3	54. Collect Institutional Bills
9.	2	41. Vocational Counselling
10.	1	3. Orientation Courses
11.	1	10. Class Schedules
12.	1	20. Emotional Problems
13.	1	26. Fraternities
14.	1	27. Extra-curricular Activities
15.	1	30. Social Calendar
16.	1	34. Housing
17.	1	36. Physical Examinations
18.	1	37. Recommend Medical Treatment
19.	1	38. Recommend Physical Education
20.	1	39. Recommend Psychiatric Treatment
21.	1	40. Mental Health Clinic
22.	1	43. Graduate Placement
23.	1	52. Discipline—Housing Regulations

CHART 7.

SECTION A—NADAM

Number of Individuals giving Rating 6—"Undesirable" to Functions Listed According to Rank in Rating Class.

(For example—5 gave Function "Collect Private Bills" rating of "Undesirable".)

Rank	No. of Ratings	NADAM Function
1.	5	53. Collect Private Bills
2.	3	52. Discipline—Housing Regulations
3.	2	15. Supervise Catalog
4.	2	48. Discipline—Absences
5.	2	50. Discipline—Activity Infractions
6.	2	51. Discipline—Social Regulations
7.	1	3. Orientation Courses
8.	1	10. Class Schedules
9.	1	18. Penalize Failures
10.	1	35. Dining Halls

11.	1	46. Auto Regulations
12.	1	47. Discipline—Immoral
13.	1	49. Discipline—Chapel Absences

CHART 8.**SECTION A—NADAM**

Number of Individuals giving Rating 7—"Should Be Assigned to Another Officer" to Functions Listed According to Rank in Rating Class.

(For example—3 gave Function "Collect Institutional Bills" rating of "Should Be Assigned to Another Officer.")

Rank	No. of Ratings	NADAM Function
1.	3	54. Collect Institutional Bills
2.	2	34. Housing
3.	2	53. Collect Private Bills
4.	1	7. Freshmen Background Records
5.	1	15. Supervise Catalog
6.	1	18. Penalize Failures
7.	1	20. Emotional Problems
8.	1	22. Student Loans
9.	1	27. Extra-curricular Activities
10.	1	28. Athletic Participation
11.	1	29. Organization Accounting
12.	1	30. Social Calendar
13.	1	33. Health Service
14.	1	36. Physical Examinations
15.	1	37. Recommend Medical Treatment
16.	1	38. Recommend Physical Education
17.	1	39. Recommend Psychiatric Treatment
18.	1	40. Mental Health Clinic
19.	1	41. Vocational Counselling
20.	1	42. Student Employment
21.	1	44. Vocational Follow-up
22.	1	47. Discipline—Immoral
23.	1	48. Discipline—Absences

CHART 9.**SECTION A—NADAM**

Number of Individuals Giving Rating 8—"Should be Assigned to a New Office" to Function Listed According to Rank in Rating Class.

(For example—3 gave Function "Vocational Follow-up" rating of "Should be Assigned to a New Office.")

Rank	No. of Ratings	NADAM Function
1.	3	44. Vocational Follow-up
2.	2	8. Official Personal History
3.	2	20. Emotional Problems
4.	2	22. Student Loans

5.	2	33. Health Service
6.	2	41. Vocational Counselling
7.	2	42. Student Employment
8.	2	43. Graduate Placement
9.	1	18. Penalize Failures
10.	1	19. Social Problems
11.	1	21. Moral Problems
12.	1	23. Scholarships
13.	1	34. Housing
14.	1	35. Dining Halls
15.	1	37. Recommend Medical Treatment
16.	1	38. Recommend Physical Education
17.	1	39. Recommend Psychiatric Treatment
18.	1	52. Discipline—Housing Regulations

CHART 10.**SECTION A—NADAM**

Number of Individuals Giving Rating 9—"Shared Participation Essential" to Functions Listed According to Rank in Rating Class.

(For example—33 gave Function "Freshman Week" rating of "Shared Participation Essential.")

Rank	No. of Ratings	NADAM Function
1.	33	2. Freshman Week
2.	32	20. Emotional Problems
3.	27	17. Academic Adjustments
4.	27	31. Social Regulations
5.	26	21. Moral Problems
6.	26	23. Scholarships
7.	23	30. Social Calendar
8.	22	16. Educational Counselling
9.	21	18. Penalize Failures
10.	21	27. Extra-curricular Activities
11.	21	52. Discipline—Housing Regulations
12.	20	1. Admissions
13.	20	22. Student Loans
14.	20	39. Recommend Psychiatric Treatment
15.	19	3. Orientation Courses
16.	19	19. Social Problems
17.	19	42. Student Employment
18.	19	51. Discipline—Social Regulations
19.	18	41. Vocational Counselling
20.	18	47. Discipline—Immoral
21.	18	50. Discipline—Activity Infractions
22.	16	7. Freshmen Background Records
23.	16	37. Recommend Medical Treatment
24.	15	33. Health Service
25.	14	28. Athletic Participation

26.	14	38. Recommend Physical Education
27.	13	34. Housing
28.	12	32. Chaperons
29.	12	43. Graduate Placement
30.	11	3. Orientation Courses
31.	11	35. Dining Halls
32.	11	40. Mental Health Clinic
33.	11	54. Collect Institutional Bills
34.	10	10. Class Schedules
35.	10	14. Formulate Curricula
36.	9	24. Student Government
37.	9	29. Organization Accounting
38.	8	8. Official Personal History
39.	8	25. Interfraternity Government
40.	8	44. Vocational Follow-up
41.	7	36. Physical Examination
42.	7	48. Discipline—Absences
43.	6	6. Duplicate Academic Record
44.	6	9. Duplicate Personal History
45.	6	26. Fraternities
46.	5	5. Official Academic Record
47.	5	15. Supervise Catalog
48.	5	45. Class Excuses
49.	4	12. Approve Faculty
50.	4	46. Auto Regulations
51.	4	49. Discipline—Chapel Absences
52.	3	11. Select Faculty
53.	3	13. Direct Faculty
54.	3	53. Collect Private Bills

CHART 11.**SECTION A—NADAM**

Number of Individuals Rating 10—"Shared Participation Desirable"
to Functions Listed According to Rating Class.

(For example—25 gave Function "Educational Counselling" rating
of "Shared Participation Desirable.")

Rank	No. of Ratings	NADAM Function
1.	25	16. Educational Counselling
2.	25	37. Recommend Medical Treatment
3.	24	41. Vocational Counselling
4.	24	1. Admissions
5.	21	22. Student Loans
6.	21	38. Recommend Physical Education
7.	20	33. Health Service
8.	19	43. Graduate Placement
9.	18	30. Social Calendar
10.	18	39. Recommend Psychiatric Treatment

11.	18	42. Student Employment
12.	18	51. Discipline—Social Regulations
13.	17	10. Class Schedules
14.	17	18. Penalize Failures
15.	17	28. Athletic Participation
16.	16	14. Formulate Curricula
17.	16	23. Scholarships
18.	16	35. Dining Halls
19.	15	17. Academic Adjustments
20.	15	27. Extra-curricular Activities
21.	15	36. Physical Examinations
22.	14	31. Social Regulations
23.	14	44. Vocational Follow-up
24.	13	47. Discipline—Immoral
25.	13	50. Discipline—Activity Infractions
26.	13	54. Collect Institutional Bills
27.	12	7. Freshmen Background Records
28.	12	20. Emotional Problems
29.	12	40. Mental Health Clinic
30.	11	3. Orientation Courses
31.	10	2. Freshman Week
32.	10	15. Supervise Catalog
33.	10	24. Student Government
34.	10	29. Organization Accounting
35.	9	45. Class Excuses
36.	8	11. Select Faculty
37.	8	21. Moral Problems
38.	8	26. Fraternities
39.	8	32. Chaperons
40.	8	34. Housing
41.	8	52. Discipline—Housing Regulations
42.	7	48. Discipline—Absences
43.	7	49. Discipline—Chapel Absences
44.	7	53. Collect Private Bills
45.	6	19. Social Problems
46.	6	46. Auto Regulations
47.	5	8. Official Personal History
48.	5	9. Duplicate Personal History
49.	5	12. Approve Faculty
50.	5	25. Interfraternity Government
51.	4	5. Official Academic Record
52.	3	6. Duplicate Academic Record
53.	2	13. Direct Faculty

CHART 12.**SECTION A—NADAM**

Number of Individuals giving Rating 11—"Shared but Participation Undesirable" to Functions Listed According to Rank in Rating Class.

(For example—8 gave Function "Dining Halls" rating of "Shared but Participation Undesirable.")

Rank	No. of Ratings	NADAM Function
1.	8	35. Dining Halls
2.	6	36. Physical Examinations
3.	6	54. Collect Institutional Bills
4.	4	18. Penalize Failures
5.	4	37. Recommend Medical Treatment
6.	4	38. Recommend Physical Education
7.	3	7. Freshmen Background Records
8.	3	40. Mental Health Clinic
9.	3	45. Class Excuses
10.	3	46. Auto Regulations
11.	3	53. Collect Private Bills
12.	2	1. Admissions
13.	2	3. Orientation Courses
14.	2	5. Official Academic Record
15.	2	13. Direct Faculty
16.	2	31. Social Regulations
17.	2	33. Health Service
18.	2	39. Recommend Psychiatric Treatment
19.	2	41. Vocational Counselling
20.	1	2. Freshman Week
21.	1	6. Duplicate Academic Record
22.	1	8. Official Personal History
23.	1	10. Class Schedules
24.	1	11. Select Faculty
25.	1	12. Approve Faculty
26.	1	14. Formulate Curricula
27.	1	15. Supervise Catalog
28.	1	17. Academic Adjustments
29.	1	19. Social Problems
30.	1	25. Interfraternity Government
31.	1	26. Fraternities
32.	1	28. Athletic Participation
33.	1	32. Chaperons
34.	1	34. Housing
35.	1	43. Graduate Placement
36.	1	44. Vocational Follow-up
37.	1	47. Discipline—Immoral
38.	1	48. Discipline—Absences
39.	1	49. Discipline—Chapel Absences
40.	1	50. Discipline—Activity Infractions
41.	1	52. Discipline—Housing Regulations

SECTION A—Composite of Opinions as to Relative Importance of Functions

CHART 13

A. C. E. FUNCTION	1	2	3	4	5	6	7	8	9	10	11
1. Information to New Students	15	5	8	5	—	—	—	—	26	23	1
2. Selection and Admission	8	3	1	5	1	—	—	—	22	19	4
3. Orientation	39	8	1	1	—	—	—	—	33	15	—
4. Diagnostic Service	39	4	2	6	—	—	—	1	21	16	—
5. Determine Courses	32	4	1	5	1	—	—	—	26	22	—
6. Family Cooperation	29	12	3	7	2	—	—	—	24	17	—
7. Individual Social Development	38	8	1	4	1	—	—	—	36	9	—
8. Occupational Aims	25	12	2	6	1	—	1	1	22	29	—
9. Health	11	5	2	6	—	1	1	2	20	27	2
10. Housing	49	8	1	5	—	1	1	1	15	7	1
11. Food Service	5	5	—	5	1	1	1	1	11	13	7
12. Activity Program	41	9	3	5	—	—	—	—	20	13	—
13. Group Social Life	34	9	3	3	—	—	—	—	29	15	—
14. Religious Life	21	4	—	2	2	—	—	—	33	20	—
15. Important Instruction	9	3	1	4	1	1	—	—	9	22	1
16. Employment and Loans	23	19	2	7	—	—	—	—	24	15	—
17. Cumulative Records	42	7	4	5	—	—	—	—	13	8	—
18. Discipline	37	8	2	—	—	1	1	—	28	10	2
19. Group Morale	51	5	2	2	—	—	—	1	23	7	1
20. Graduate Placement	13	5	1	3	2	—	2	3	12	24	—
21. Practical Interpretations	19	2	2	5	1	—	1	1	15	22	1
22. Information Service	21	2	3	8	—	—	—	1	19	22	—
23. Research	16	3	2	8	—	—	—	3	10	16	1

CHART 14.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 1—Essential to Functions Listed According to Rank in the Rating Class.

(For example—51 gave Function "Group Morale" rating of Essential.)

Rank	No. of Ratings	A. C. E. Function
1.	51	19. Group Morale
2.	49	10. Housing
3.	42	17. Cumulative Records
4.	41	12. Activity Program
5.	39	3. Orientation
6.	39	4. Diagnostic Service
7.	38	7. Individual Social Development
8.	37	18. Discipline
9.	34	13. Group Social Life
10.	32	5. Determine Courses
11.	29	6. Family Cooperation
12.	25	8. Occupational Aims
13.	23	16. Employment and Loans
14.	21	14. Religious Life
15.	21	22. Information Service
16.	19	21. Practical Interpretations
17.	16	23. Research
18.	15	1. Information to New Students
19.	13	20. Graduate Placement
20.	11	9. Health
21.	9	15. Important Instruction
22.	8	2. Selection and Admission
23.	5	11. Food Service

CHART 15.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 2—"Highly Desirable" to Functions Listed According to Rank in the Rating Class.

(For example—19 gave Function "Employment and Loans" rating of Highly Desirable.)

Rank	No. of Ratings	A. C. E. Function
1.	19	16. Employment and Loans
2.	12	6. Family Cooperation
3.	12	8. Occupational Aims
4.	9	12. Activity Program
5.	9	13. Group Social Life
6.	8	3. Orientation
7.	8	7. Individual Social Development
8.	8	10. Housing

9.	8	18. Discipline
10.	7	17. Cumulative Records
11.	5	1. Information to New Students
12.	5	9. Health
13.	5	11. Food Service
14.	5	19. Group Morale
15.	5	20. Graduate Placement
16.	4	4. Diagnostic Service
17.	4	5. Determine Courses
18.	4	14. Religious Life
19.	3	2. Selection and Admission
20.	3	15. Important Instruction
21.	3	23. Research
22.	2	21. Practical Interpretations
23.	2	22. Information Service

CHART 16.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 3—Desirable to Functions
Listed According to Rank in the Rating Class.

(For example—8 gave Function "Information to New Students"
rating of Desirable.)

Rank	No. of Ratings	A. C. E. Function
1.	8	1. Information to New Students
2.	4	17. Cumulative Records
3.	3	6. Family Cooperation
4.	3	12. Activity Program
5.	3	13. Group Social Life
6.	3	22. Information Service
7.	2	4. Diagnostic Service
8.	2	8. Occupational Aims
9.	2	9. Health
10.	2	16. Employment and Loans
11.	2	18. Discipline
12.	2	19. Group Morale
13.	2	21. Practical Interpretations
14.	2	23. Research
15.	1	2. Selection and Admission
16.	1	3. Orientation
17.	1	5. Determine Courses
18.	1	7. Individual Social Development
19.	1	10. Housing
20.	1	15. Important Instruction
21.	1	20. Graduate Placement

CHART 17.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 4—"Should Be Added to Office" to Functions Listed According to Rank in the Rating Class.

(For example—8 gave Function "Information Service" rating of "Should be Added to Office.")

Rank	No. of Ratings	A. C. E. Function
1.	8	22. Information Service
2.	8	23. Research
3.	7	6. Family Cooperation
4.	7	16. Employment and Loans
5.	6	4. Diagnostic Service
6.	6	9. Health
7.	5	1. Information to New Students
8.	5	2. Selection and Admission
9.	5	5. Determine Courses
10.	5	8. Occupational Aims
11.	5	10. Housing
12.	5	11. Food Service
13.	5	12. Activity Program
14.	5	17. Cumulative Records
15.	5	21. Practical Interpretations
16.	4	7. Individual Social Development
17.	4	15. Important Instruction
18.	3	13. Group Social Life
19.	3	20. Graduate Placement
20.	2	14. Religious Life
21.	2	19. Group Morale
22.	1	3. Orientation

CHART 18.**SECTION A—A. C. E.**

Number of individuals Giving Rating 5—"Passively Administered because Assigned as Expedient" to Functions Listed According to Rank in Rating Class.

(For Example—2 gave Function "Family Cooperation" rating of Passively Administered because Assigned as Expedient.)

Rank	No. of Ratings	A. C. E. Function
1.	2	6. Family Cooperation
2.	2	14. Religious Life
3.	2	20. Graduate Placement
4.	1	2. Selection and Admission
5.	1	5. Determine Courses
6.	1	7. Individual Social Development
7.	1	8. Occupational Aims
8.	1	11. Food Service

9.	1	15. Important Instruction
10.	1	21. Practical Interpretations

CHART 19.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 6—"Undesirable" to Functions Listed According to Rank in Rating Class.

(For example—1 gave Function "Health" rating of Undesirable.)

Rank	No. of Ratings	A. C. E. Function
1.	1	9. Health
2.	1	10. Housing
3.	1	11. Food Service
4.	1	15. Important Instruction
5.	1	18. Discipline

CHART 20.**SECTION A—A. C. E.**

Number of Individuals Giving Rating 7—"Should be Assigned to other Office" to Functions Listed According to Rank in Rating Class.

(For example—2 gave Function "Graduate Placement" rating of Should be Assigned to other Office.)

Rank	No. of Ratings	A. C. E. Function
1.	2	20. Graduate Placement
2.	1	8. Occupational Aims
3.	1	9. Health
4.	1	10. Housing
5.	1	11. Food Service
6.	1	18. Discipline
7.	1	21. Practical Interpretation

CHART 21.**SECTION A—A. C. E.**

Number of Individuals giving Rating 8—"Should be Assigned to New Office" to Functions listed According to Rank in Rating Class.

(For example—3 gave Function "Graduate Placement" rating of Should be Assigned to New Office.)

Rank	No. of Ratings	A. C. E. Function
1.	3	20. Graduate Placement
2.	3	23. Research
3.	2	9. Health
4.	1	4. Diagnostic Service
5.	1	8. Occupational Aims
6.	1	10. Housing
7.	1	11. Food Service
8.	1	19. Group Morale
9.	1	21. Practical Interpretation
10.	1	22. Information Service

CHART 22.**SECTION A—A. C. E.**

Number of Individuals giving Rating 9—"Shared Participation Essential" to Functions Listed According to Rank in Rating Class.

(For Example)—35 gave Function "Individual Social Development" rating of Shared Participation Essential.)

Rank	No. of Ratings	A. C. E. Function
1.	35	7. Individual Social Development
2.	33	3. Orientation
3.	33	14. Religious Life
4.	29	13. Group Social Life
5.	28	1. Information to New Students
6.	28	18. Discipline
7.	26	5. Determine Courses
8.	24	6. Family Cooperation
9.	24	16. Employment and Loans
10.	23	19. Group Morale
11.	22	2. Selection and Admission
12.	22	8. Occupational Aims
13.	21	4. Diagnostic Service
14.	20	9. Health
15.	20	12. Activity Program
16.	19	22. Information Service
17.	15	10. Housing
18.	15	21. Practical Interpretations
19.	13	17. Cumulative Records
20.	12	20. Graduate Placement
21.	11	11. Food Service
22.	10	23. Research
23.	9	15. Important Instruction

CHART 23.**SECTION A—A. C. E.**

Number of Individuals giving Rating 10—"Shared Participation Desirable" to Functions Listed According to Rank in Rating Class.

(For example—27 gave Function "Health" rating of Shared Participation Desirable.)

Rank	No. of Ratings	A. C. E. Function
1.	27	9. Health
2.	24	20. Graduate Placement
3.	23	1. Information to New Students
4.	22	5. Determine Courses
5.	22	15. Important Instruction
6.	22	21. Practical Interpretations
7.	22	22. Information Service

8.	20	8. Occupational Aims
9.	20	14. Religious Life
10.	19	2. Selection and Admission
11.	18	4. Diagnostic Service
12.	17	6. Family Cooperation
13.	16	23. Research
14.	15	3. Orientation
15.	15	13. Group Social Life
16.	13	16. Employment and Loans
17.	13	11. Food Service
18.	13	12. Activity Program
19.	10	18. Discipline
20.	9	7. Individual Social Development
21.	8	17. Cumulative Records
22.	7	10. Housing
23.	7	19. Group Morale

CHART 24.**SECTION A—A. C. E.**

Number of Individuals giving Rating 11—"Shared Participation Undesirable" to Functions listed According to Rank in Rating Class.

(For example—7 gave Function "Food Service" rating of Shared Participation Undesirable.)

Rank	No. of Ratings	A. C. E. Function
1.	7	11. Food Service
2.	4	2. Selection and Admission
3.	2	9. Health
4.	2	18. Discipline
5.	1	1. Information to New Students
6.	1	10. Housing
7.	1	15. Important Instruction
8.	1	19. Group Morale
9.	1	21. Practical Interpretations
10.	1	23. Research

APPENDIX B.

The Questionnaire for Section B of the study.

B. DIRECTIONS (Read Carefully)

The Roanoke Convention ordered a survey of budgets of Offices of Deans of Men compared with budgets of other service and welfare offices. This table is set up so that when properly filled out, it will show the changes in budgets of these various service offices.

In filling out this chart, two entries are desired for each space—first, the budget for the office listed for the year, and the number of members of the staff for that year. Budget figures should be entered to the nearest \$500. For example, if the budget of the Dean of Men's office in 1910 was \$11,285 with three members on the staff, the entries for that office for 1910-11 should be \$11,500—3.

If, in addition, some of these offices are combined on your campus so that their budgets cannot be separated, make the following notations: Place similar numbers at the left of the offices which are combined. If, for example, the Employment Office is a branch of the office of the Dean of Men, place a "1" at the left of each and show the budget only at the right of the Dean of Men. If on the same campus, the Testing Bureau, and Vocational Guidance Bureau are combined with the Personnel Bureau, place a "2" at the left of each and enter the budgets at the right of the Personnel Bureau, etc. If possible, show the staff numbers separately, even if the budgets are combined.

If you have any questions about this chart, write to Fred H. Turner, your secretary, 152 Administration Building, Urbana, Illinois, for information.

RETURN TO:

FRED H. TURNER

152 Administration Building

Urbana, Illinois

INSTITUTION REPORTED BY

OFFICERS	1910-11	S	1915-16	S	1920-21	S	1925
(Registration of Institution)							
Dean of Men							
Dean of Women							
Dean of Students							
Registrar (Dir. of Adm.)							
Health Service							
Separate Psychiatric Service							
Personnel Bureau							
Employment Office							
Placement Service							
Housing Bureau							
Food Service							
Testing Bureau							
Vocational Guidance Bureau							
Speech Clinic							
Freshman Week							
Director of Activities							
Fraternities Office							
Alumni Offices							
Coordinator of Services							
.....							

TITLE **DATE**

[illegible]

The compiled replies to Section B. of the study.

CHART 25.

REPLIES TO SECTION B

1. Institutions supplying requested information	23
2. Institutions supplying requested information for Dean of Men only	8
3. Institutions reporting inability to supply requested information	59
4. Institutions returning blank without comment	21
<hr/>	
Total	111

CHART 26.

TOTAL OF BUDGETS OF ALL WELFARE AND PERSONNEL SERVICES REPORTED BY 23 INSTITUTIONS

		DEANS AND ADVISERS OF MEN										209
Institution		1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40		
1.	Akron, University of				9,500	16,000	19,500	19,000	20,500	22,000		
2.	Brigham Young University			1,500	2,500	2,500	2,500	7,000	8,600	8,600		
3.	Cincinnati, University of	1,700	2,000	15,000	13,500	23,500	25,000	98,000	152,500	155,500		
4.	Dartmouth College	9,500	11,800	20,800	48,500	65,300	60,200	57,400	171,000			
5.	Denison University					34,500	34,000	33,000	40,000	40,500		
6.	Florida, University of					29,000	34,300	31,700	40,100	50,400		
7.	Illinois College								10,500	10,500		
8.	Illinois, University of	27,600	42,800	74,500	137,800	167,200	145,100	150,300	200,100	228,900		
9.	Kentucky, University of							51,300	101,000	115,600		
10.	Lehigh University	1,900	3,200	18,000	51,600	60,600	61,800	84,000	83,500	85,900		
11.	Mississippi, University of					48,700	36,000	53,700	60,800	17,000		
12.	Muskingum College							15,500	19,000	19,000		
13.	New York University (Heights)					58,800	47,600	57,300	82,400	80,900		
14.	Oklahoma A. & M. College					46,500	44,000	47,500	79,000	83,500		
15.	Oklahoma, University of					4,000	4,000	5,500	5,800	16,000		
16.	State Teachers College											
	(River Falls, Wisconsin)											
17.	Superior Teachers College	1,500	1,600	2,100	2,800	5,700	10,400	9,300	13,300	12,900		
	(Superior, Wisconsin)											
18.	Temple University					17,500	21,500	24,500	29,500	29,500		
19.	Texas, University of				103,700	121,200	115,000	117,500	145,300	157,100		
20.	Toledo, University of					11,300	11,600	11,900	19,200	20,000		
21.	Utah State College				3,000	6,800	13,100	14,600	21,000	21,900		
22.	Wheaton College						5,000	18,000	25,500	27,000		
23.	Willamette University	5,500	6,500	8,000	8,500	12,500	14,500	18,000	19,000	19,500		

CHART 27.
ANNUAL BUDGETS FOR OFFICE OF DEAN OF MEN OR DEAN OF STUDENTS REPORTED BY 31 INSTITUTIONS

Institution	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Akron, University of				4,500	5,500	7,500	10,500	11,500	12,500
2. Brigham Young University							3,000	3,000	3,000
3. Cincinnati, University of								6,000	6,500
4. Clark University									4,000
5. Colorado, University of							4,100	4,400	4,600
6. Dartmouth College	9,500	11,800	20,800	18,000	22,900	23,000	20,900	23,800	
7. Denison University					6,000	3,500	3,000	5,500	6,000
8. Drexel Institute			4,000	4,000	7,000	7,000	10,000	12,000	20,000
9. Florida, University of					8,700	7,800	5,800	9,400	10,200
10. Illinois College								1,500	1,500
11. Illinois, University of	11,000	14,300	20,800	28,200	33,200	22,300	23,100	29,000	26,200
12. Kentucky, University of							6,700	6,200	6,200
13. Lehigh University				17,900	9,500	9,500	9,500	10,000	9,100
14. Louisiana State University					4,400	10,000	11,000	13,000	13,000
15. Maine, University of						5,400	4,300	4,500	6,100
16. Massachusetts Institute of Technology									17,000
17. Mississippi, University of									4,000
18. Muskingum College							1,100	1,700	1,700
19. Oklahoma A. & M. College						2,200	4,500	3,700	3,800
20. Oklahoma, University of					5,000	5,500	6,000	7,000	7,000
21. San Jose State College									4,000
22. Stanford University								8,500	11,500
23. State Teachers College					4,000	4,000	4,000	4,000	4,000

(River Falls, Wisconsin)

24. State Teachers College	3,700	3,300	4,000	3,900
(Superior, Wisconsin)				
25. Syracuse University		20,000	22,000	25,000
26. Temple University	13,500	22,000	27,000	27,000
27. Texas, University of	26,300	27,200	38,800	40,100
28. Utah State College			4,000	3,900
29. Valparaiso University		2,700	3,400	3,600
30. Washington and Lee University	3,400	4,000	3,600	3,700
31. Willamette University		2,500	3,000	3,000

CHART 23.

TOTALS OF BUDGETS APPROPRIATED FOR VARIOUS WELFARE AND PERSONNEL SERVICES IN 23 INSTITUTIONS

Office	Number of Institutions	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Dean of Men	22	20,600	26,100	41,700	94,900	138,400	138,700	142,500	186,000	165,600
2. Dean of Women	21	6,100	6,500	15,000	31,100	62,400	56,300	59,600	76,900	82,300
3. Health Service	21		2,900	20,500	97,600	187,000	167,000	213,500	383,800	323,700
4. Registrar and Director of Admissions	18	16,500	26,200	39,800	100,200	209,400	197,200	228,500	258,800	267,000
5. Alumni Office	12	1,900	3,200	20,000	33,700	51,100	58,900	71,500	90,800	85,700
6. Freshman Week	6					200	1,100	1,400	3,600	3,400
7. Employment Office	5				4,100	6,100	5,700	16,200	22,600	21,100
8. Placement Service	5				2,700	10,700	14,800	14,400	13,500	17,500
9. Food Service	4					27,500	23,900	96,600	183,200	203,900
10. Personnel Bureau	4				13,000	15,800	21,000	28,100	50,600	45,100
11. Testing Bureau	4						500	5,300	7,000	7,500
12. Director of Activities	3					4,000	4,000	4,500	30,000	11,000
13. Housing Bureau	3					1,900	2,400	2,700	500	16,900
14. Vocational Guidance Bureau	2						1,800	1,600	2,100	2,200
15. Fraternities Office	1								2,600	
16. Speech Clinic	1					2,000	2,500	2,500	3,000	3,000
17. Separate Psychiatric Service	1					500	500	500	500	500

CHART 29.

PERCENTAGES OF TOTAL AMOUNTS APPROPRIATED FOR VARIOUS WELFARE AND PERSONNEL SERVICES IN 23 INSTITUTIONS

Office	Number of Institutions	1910-11		1915-16		1920-21		1925-26		1930-31		1932-33		1935-36		1938-39		1939-40	
		43%	39	%		30	%	25	%	19	%	20	%	16	%	14	%	13	%
1. Deans of Men (and Students)	22	13	9.5		11	8	8.5	8	25.5	24	23	28.5	25	19.5	21	19.5	21	19.5	21
2. Dean of Women	21	4	4.7		15.5	26	25.5	24	23	28.5	25	19.5	21	19.5	21	19.5	21	19.5	21
3. Health Service	21	35	39		23	26	29	28	25	25	25	25	25	25	25	25	25	25	25
4. Registrar and Director of Admissions	18	4	4.7		14.5	8.9	7	8.3	.15	.02	.15	.15	.15	.15	.15	.15	.15	.15	.15
5. Alumni Office	12	4	4.7		14.5	8.9	7	8.3	.15	.02	.15	.15	.15	.15	.15	.15	.15	.15	.15
6. Freshman Week	6					1	.6	.8	.15	.02	.15	.15	.15	.15	.15	.15	.15	.15	.15
7. Employment Office	5					.7	1.4	2.	3.4	10.5	14	16	16	16	16	16	16	16	16
8. Placement Service	5					3.5	2.2	3	.07	.55	.57	.57	.57	.57	.57	.57	.57	.57	.57
9. Food Service	4																		
10. Personnel Bureau	4																		
11. Testing Bureau	4																		
12. Director of Activities	3																		
13. Housing Bureau	3																		
14. Vocational Guidance Bureau	2																		
15. Fraternities Office	1																		
16. Speech Clinic	1																		
17. Separate Psychiatric Service	1																		

*Note:—Few of these columns will give a sum of 100% due to the dropping of fractions of \$100.00.

CHART 30.

PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS APPROPRIATED TO DEANS OF MEN AND DEANS OF STUDENTS IN 20 INSTITUTIONS

Institution	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Akron, University of				48%	34%	38%	55%	56%	57%
2. Brigham Young University							43	35	35
3. Cincinnati, University of								4	4
4. Dartmouth College	100	100	100	50	35	38	37	14	
5. Denison University					17	10	9	14	15
6. Florida, University of					30	24	18	24	20
7. Illinois College								14	14
8. Illinois, University of	40	33	28	20	20	16	15	15	12
9. Kentucky, University of							13	6	5
10. Lehigh University				35	16	15	11	12	11
11. Mississippi, University of									24
12. Muskingum College							2	3	3
13. Oklahoma A. & M. College						5	8	5	5
14. Oklahoma, University of					11	13	13	9	8
15. State Teachers College					100	100	73	70	25
(River Falls, Wisconsin)									
16. State Teachers College						36	35	30	30
(Superior, Wisconsin)									
17. Temple University					77	88	90	91	91
18. Texas, University of				25	25	26	23	27	25
19. Utah State College								19	18
20. Willamette University							14	16	15

PERCENTAGE ON TOTAL WELFARE AND PERSONNEL BUDGETS APPROPRIATED TO HEALTH SERVICE IN

21 INSTITUTIONS

Institution	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Akron, University of					3%	11%	12%	11%
2. Brigham Young University			40	40	40	36	28	28
3. Cincinnati, University of		33		34	38	16	12	12
4. Dartmouth College							51	
5. Denison University				16	15	14	13	14
6. Florida, University of				33	31	27	25	19
7. Illinois College	7	19					4	4
8. Illinois, University of			31	32	31	31	29	30
9. Kentucky, University of						37	23	21
10. Lehigh University			26	25	26	20	20	19
11. Mississippi, University of								21
12. Muskingum College				8	8	7	8	7
13. New York University						19	16	16
14. Oklahoma A. & M. College				42	36	34	44	47
15. Oklahoma, University of				32	36	42	40	42
16. State Teachers College						27	30	13
(River Falls, Wisconsin)								
17. State Teachers College							15	15
(Superior, Wisconsin)								
18. Texas, University of			37	38	33	37	46	47
19. Toledo, University of				18	17	17	13	13
20. Wheaton College						20	37	37
21. Willamette University		18	18	16	14	14	13	13

DEANS AND ADVISERS OF MEN

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CHART 32.
PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS APPROPRIATED TO REGISTRARS AND DIRECTORS OF ADMISSIONS IN 20 INSTITUTIONS

Institution	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Akron, University of					38%	39%	32%	30%	27%
2. Cincinnati, University of	70	100	30	56	34	32	8	5	5
3. Dartmouth College				27	38	27	27	10	
4. Denison University					34	34	20	16	16
5. Florida, University of					35	37	38	31	28
6. Illinois College								57	57
7. Illinois, University of	50	53	45	31	30	29	32	26	25
8. Kentucky, University of					24	24	33	18	14
9. Lehigh University (Registrar) (Director of Admissions)							15	16	16
10. Mississippi, University of							24	22	24
11. Muskingum College					6	6	5	6	6
12. New York University (and Personnel Dept.)									
13. Oklahoma A. & M. College					31	35	61	58	58
14. Oklahoma, University of					28	24	25	20	25
15. State Teachers College (River Falls, Wisconsin)							22	29	30
16. State Teachers College (Superior, Wisconsin)					30	28	30	25	25
17. Texas, University of				31	32	35	34	29	27
18. Toledo, University of					31	30	30	18	18
19. Utah State College				100	66	41	48	43	45
20. Willamette University	28	23	18	18	16	17	17	16	18

CHART 33.

PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS APPROPRIATED TO DEANS OF WOMEN IN
 15 INSTITUTIONS

Institution	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Akron, University of				42%	28%	26%			
2. Brigham Young University			100	60	60	60	21	17	17
3. Cincinnati, University of	30		23	44	32	30	8	5	6
4. Denison University					17	15	15	20	17
5. Illinois College								4	4
6. Illinois University of	10	7	8	11	11	10	10	9	7
7. Kentucky, University of							12	7	6
8. Mississippi, University of									15
9. Muskingum College					8	6	7	8	8
10. Oklahoma A. & M. College					8	10	10	14	14
11. Oklahoma, University of					14	13	11	10	8
12. State Teachers College									20
(River Falls, Wisconsin)									
13. State Teachers College	100	100	100	100	70	36	35	30	30
(Superior, Wisconsin)									
14. Utah State College					34	20	18	14	14
15. Willamette University	28	31	25	29	24	21	17	16	15

CHART 34.

PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS APPROPRIATED TO ALUMNI OFFICES IN
 12 INSTITUTIONS

Institution	1910-11	1915-16	1920-21	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Brigham Young University								20%	20%
2. Cincinnati, University of			14		7	9	1	2	2
3. Dartmouth College				9	8		8	4	
4. Denison University					8	25	37	31	31
5. Florida, University of							4	3	2
6. Illinois College								20	20
7. Illinois, University of				7	8	11	11	11	10
8. Kentucky, University of							4	2	2
9. Lehigh University	100	100	100	39	36	28	25	25	25
10. Muskingum College					8	8	8	7	7
11. Oklahoma, University of					11	10	8	10	11
12. Utah State College						39	34	24	23

CHART 35.

**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL
BUDGETS APPROPRIATED TO PLACEMENT SERVICE
IN 7 INSTITUTIONS**

Institution	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Florida, University of			3%			
2. Lehigh University ..			7	5	5	5
3. Muskingum College ..			1	1	1	1
4. Oklahoma A. & M. College		10	10	9	8	7
5. State Teachers College (River Falls, Wisc.)						32
6. Temple University ..		23	10	8	7	7
7. Texas, University of	3	2	3	3		

CHART 36.

**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO PERSONNEL BUREAU IN 6 INSTITUTIONS**

Institution	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. Dartmouth College ..	27%	20%	26%	28%	10%	
2. Illinois, University of					9	10
3. Mississippi, University of						18
4. Oklahoma A. & M. College		5				
5. Toledo, University of				4	21	20
6. Wheaton College ..			100	61	49	52

CHART 37.

**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO EMPLOYMENT OFFICE IN 5 INSTITUTIONS**

Institution	1925-26	1930-31	1932-33	1935-36	1938-39	1939-40
1. New York University				3%	3%	3%
2. Oklahoma A. & M. College				11	9	8
3. Oklahoma, University of		4	5	4	3	3
4. Texas, University of .	4	4	3	3		
5. Wheaton College				20	14	11

CHART 38.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO FOOD SERVICE IN 4 INSTITUTIONS**

Institution	1930-31	1932-33	1935-36	1938-39	1939-40
1. Cincinnati, University of ..			67	72	71
2. Denison University	8	7	6	5	6
3. Kentucky, University of....				43	51
4. Muskingum College	51	60	53	52	53

CHART 39.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO HOUSING BUREAU IN 4 INSTITUTIONS**

Institution	1930-31	1932-33	1935-36	1938-39	1939-40
1. Florida, University of					8%
2. Illinois, University of					5
3. New York University			3	3	3
4. Oklahoma A. & M. College	3	5	4		

CHART 40.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO TESTING BUREAUS IN 4 INSTITUTIONS**

Institution	1932-33	1935-36	1938-39	1939-40
1. Akron, University of	3%	2%	3%	5%
2. Florida, University of		7	11	9
3. Kentucky, University of		2	1	1
4. New York University		10	5	5

CHART 41.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO DIRECTORS OF ACTIVITIES IN
3 INSTITUTIONS**

Institutions	1930-31	1932-33	1935-36	1938-39	1939-40
1. Dartmouth College				11%	
2. New York University			3	16	16
3. Toledo, University of	35	35	34	39	40

CHART 42.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO FRESHMAN WEEK IN 3 INSTITUTIONS**

Institution	1932-33	1935-36	1938-39	1939-40
1. Denison University			2%	2%
2. Illinois, University of	1	1	1	1
3. Temple, University of	2	2	2	2

CHART 43.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO FRATERNITY AFFAIRS OFFICE IN
1 INSTITUTION**

Institution	1938-39
1. Dartmouth College	2%

CHART 44.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO PSYCHIATRIC SERVICE IN 1 INSTITUTION**

Institution	1930-31	1932-33	1935-36	1938-39	1939-40
1. Lehigh University	1%	1%	1%	1%	1%

CHART 45.**PERCENTAGE OF TOTAL WELFARE AND PERSONNEL BUDGETS
APPROPRIATED TO SPEECH CLINIC IN 1 INSTITUTION**

Institution	1930-31	1932-33	1935-36	1938-39	1939-40
1. Willamette University	16%	17%	14%	16%	15%

CHART 46.**PERCENTAGE OF TOTAL WELFARE AND PERSONELL BUDGETS
APPROPRIATED TO VOCATIONAL BUREAU IN 1 INSTITUTION**

Institution	1932-33	1935-36	1938-39	1939-40
1. Florida, University of	5%	5%	5%	5%

APPENDIX C.

The Questionnaire for Section C of the study.

C. DIRECTIONS

The Roanoke Convention ordered a study of how members of our Association were appointed, in an attempt to determine how many men in this work were appointed as a matter of "expediency." Will you please answer the following questions, at your early convenience, and return them to your Secretary:

Fred H. Turner, 152 Administration Building, Urbana, Illinois

Institution

Reported by

Title

Date

1. How long have you been working in this field? Years

2. Do you teach any courses now? Subject?

Hrs. per Week

3. What was your academic experience before you were appointed?

.....

4. What was your practical experience before you were appointed?

.....

5. Give in the fewest possible words, the reasons why you believe you were appointed to your present position.

.....

.....

.....

6. What was your specific professional training for this work?

.....

.....

7. What was your specific practical training for this work?

.....

8. Can you weigh the following reasons on the basis of 100% as factors entering into your appointment?

Professional training%

Practical training%

Personal qualities%

9. Was your appointment one of "expediency", that is, you had no specific practical or professional training for the work, but as a faculty member, had taken a marked interest in student life and in-

terests and therefore were considered a logical candidate for the position?

Explain:

10. Have you felt a need for professional training which you may have lacked?

11. How have you met this need?

By hiring a qualified assistant?

By taking the training?

By securing assistance in some other department of the institution which had qualified men?

12. Are you satisfied with your present situation? Yes.... No....

13. If "No", explain:

.....

14. Any further comments?

.....

The compiled replies to Section C of the study.

CHART 47.

1. How long have you been working in this field?

Number of Replies—112.

1 year	5	14 years	5
2 years	12	15 years	6
3 years	12	17 years	2
4 years	5	18 years	1
5 years	11	19 years	1
6 years	7	20 years	6
7 years	3	21 years	1
8 years	9	22 years	1
9 years	3	23 years	1
10 years	8	24 years	1
11 years	2	25 years	1
12 years	6	26 years	1
13 years	1	27 years	1

CHART 48.**2. Do you teach any courses now?**

Number of Replies—110. Yes—82. No—26

Subject?

1. Ancient Language	1	28. Public Speaking	
2. Bacteriology	1	29. Religion	5
3. Chemistry	1	30. Religious Education	1
4. Economics	4	31. Science	1
5. Education	9	32. Social Science	2
6. Education Administration ..	1	33. Student Counseling	1
7. English	7	34. Visual Education	1
8. French	1		
9. Geography	4	Hours per Week?	
10. Geology	4	1 hour	1
11. Government	1	2 hours	3
12. Greek	1	3 hours	13
13. History	5	4 hours	3
14. History of Education	1	5 hours	6
15. Hygiene	1	6 hours	14
16. Industrial Arts	1	7 hours	2
17. Latin	2	8 hours	5
18. Law (Lectures)	1	9 hours	6
19. Organic Chemistry	2	10 hours	9
20. Orientation	7	11 hours	7
21. Philosophy	6	12 hours	4
22. Physical Education	1	14 hours	1
23. Physical Education and		15 hours	1
Health Education	3	20 hours	1
24. Physics	1	30 hours	1
25. Political Science	2	3 to 6 hours	1
26. Principal of Laboratory		4 to 6 hours	1
Work	1	4 to 8 hours	1
27. Psychology	6	8 to 10 hours	1
		8 to 12 hours	1

CHART 49.**3. What was your academic experience before you were appointed?**

Number of Replies—113.

A. Academic Experience (College Level)

1. Assistant to President	3
2. Acting Dean	1
3. Acting President	1
4. Assistant Dean	1
5. Administrative Work	1
6. Coaching	5
7. College Work (28 years)	2
8. Dean of College	1
9. Director of Athletics	2

10. Dean of Summer Session	1
11. Director of Physical Education	1
12. Graduate Study	8
13. President of College	1
14. Rank of Teachers	
Instructors	6
Assistant Professors	2
Professors	11
Head of Department	6
15. Registrar and Director of Admissions	3
16. Teaching (30 years)	1
17. Teaching (23 years)	1
18. Teaching (20 years)	1
19. Teaching (8 years)	2
20. Teaching (7 years)	5
21. Teaching (5 years)	2
22. Teaching (Grade unspecified)	54
B. Academic Experience (High School Level)	
1. High School Superintendent	1
2. Teaching (15 years)	1
C. Other Experience	
1. Army Officer	1
2. No Experience	8
3. President Congo Mission	1
4. Theological School	3
5. Y. Secretary	1

CHART 50.**4. What was your practical experience before you were appointed?****Number of Replies—58.**

1. Army Experience	10
2. Athletic Experience	5
Coaching	4
Professional Baseball	1
3. Business Experience	13
Banking	1
Business	6
Consulting Chemist	1
Farm & Real Estate	1
Fire Protection Consultant	1
Insurance	1
Lumber Company	1
Mechanical Engineer	1
4. None	3
5. Religious Experience	10
Ministry	5
Missionary	1

Natural love of fellowmen	1	
Religious work in Army	2	
Y. Secretary	1	
6. Social Service		14
Director of Camp	1	
Fraternity officer	1	
Personnel work	6	
Playground work	2	
Radio	1	
Social Service	1	
Counseling	2	
7. State Employee		3
Field work in Geology	1	
Fish & Game Department	1	
Department of Public Instruction	1	

CHART 51.

5. Give in the fewest possible words, the reasons why you believe you were appointed to your present position?

Number of Replies—140.

1. Academic Experience	10	
2. Academic Qualifications	16	
Academic qualifications	12	
Ability to teach as well	4	
3. Expediency		28
Expediency	11	
Given a trial	1	
Lack of duties	1	
Presidential belief	13	
Recommendation of Graduate Dean	1	
4. Family Reasons		1
Wife's success with boys	1	
5. Interest in Students		39
Helped students	1	
Interest in fraternities	2	
Interest in employment	1	
Interest in individual	1	
Interest in personnel work	6	
Interest in student problems	8	
Interest in youth	18	
Student demand	2	
6. Personnel Qualifications		37
Ability to handle students	10	
Age	1	
Alumni demand	1	
Contacts with students	2	
Counseling ability	3	

Extra-curricular leadership	2	
Interest in efficiency	1	
Knowledge of Institution	1	
Minister	1	
Past experience	7	
Personal qualifications	7	
Undergraduate record	1	
7. Professional Qualifications		19
Administrative experience	10	
Athletic experience	3	
Mental health training	1	
Professional qualifications	5	

Chart 52.**6. What was your specific professional training for this work?**

Number of Replies—104.

1. Administrative Experience		9
Assistant Dean	1	
Personnel work	6	
School Administration	1	
University Administration	1	
2. Business Experience		4
Business	1	
Industrial Engineering	1	
Practical experience	2	
3. Graduate study		37
Graduate work	20	
In English and Philosophy	1	
In Education and Psychology	3	
M. A. in Education	3	
M. A. in Psychology	2	
Ph. D. in Education	1	
Ph. D. in Personnel Administration	1	
Ph. D. in Psychology	5	
Ph. D. in Social Service	1	
4. Independent Reading		1
5. None		51
6. Teaching experience		5
7. Undergraduate experiences		1

CHART 53.**7. What was your specific practical training for this work?**

Number of Replies—98.

1. Army experience		2
2. Business experience		9
Business	7	
Chautauqua	1	

Public Utilities personnel work	1	
3. College Administration		29
Acting Dean	2	
Assistant Dean	3	
College President	2	
Dean of College	3	
Executive Secretary	1	
Experience as administrator	3	
Experience in Men's Dormitory	1	
N. Y. A. work	1	
Student Welfare work	6	
Work with students	7	
4. None		22
5. Public School Administration		2
6. Religious		8
Minister	4	
Y. M. C. A.	4	
7. Research in Guidance		2
8. Teaching		23
9. Undergraduate experience		1

CHART 54.

8. Can you weigh the following reasons on the basis of 100% as factors entering into your appointment?

Professional training%
 Practical training%
 Personal qualities%

A. Professional Training

	Percentage of Basis	Number of Individuals
1.	0%	39
2.	25%	13
3.	10%	11
4.	30%	8
5.	20%	6
6.	50%	6
7.	40%	4
8.	15%	3
9.	33 1-3%	2
10.	5%	2
11.	70%	1
12.	35%	1
		—
		96

Average percentage based on professional training—15%.

B. Practical Training

	Percentage of Basis	Number of Individuals
1.	0%	20
2.	50%	19
3.	25%	19
4.	30%	10
5.	10%	7
6.	40%	5
7.	20%	5
8.	15%	3
9.	35%	2
10.	33 1-3%	2
11.	80%	1
12.	60%	1
13.	5%	1
		—
		97

Average percentage based on practical training--25%.

C. Personal Qualities

	Percentage of Basis	Number of Individuals
1.	50%	33
2.	100%	14
3.	40%	10
4.	75%	9
5.	60%	8
6.	25%	6
7.	70%	4
8.	95%	2
9.	90%	2
10.	33 1-3%	2
11.	30%	2
12.	45%	1
13.	35%	1
14.	20%	1
15.	15%	1
		—
		96

Average percentage based on personal qualities--60%.

CHART 55.

9. Was your appointment one of "expediency", that is, you had no specific practical or professional training, for the work, but as a faculty member, had taken a marked interest in student life and interests and therefore were considered a logical candidate for the position?

Number of Replies—101

1. No	24
2. Yes	47
3. Both	7
4. Training and Experience	15
5. No information	7
6. Appointed at own request	1

CHART 56.

10. Have you felt a need for professional training which you may have lacked?

Number of Replies—102

Yes	76
No	26

CHART 57.

11. How have you met this need?

1. By hiring a qualified assistant?

Yes	22
No	13

—
35

2. By taking the training?

Yes	35
No	13

—
48

3. By securing assistance in some other department of the institution which had qualified men?

Yes	36
No	3

—
39

4. By reading and study?

Yes	16
-----------	----

—
16

CHART 58.

12. Are you satisfied with your present situation?

Number of Replies—95

Yes	64
No	35

CHART 59.

13. If "No", explain:

Number of Replies—32

1. Dissatisfied with own work	9
Conscious of unrealized possibilities	3
Feels he is not a good dean	1
Inadequate preparation	2
Needs contacts with other deans	1
Never expects to be satisfied	2
2. Dissatisfied with type of work	6
Prefers teaching full-time	5
Wants Presidency	1
3. Interference from outside	1
4. Lack of understanding of higher authority	5
Limitations of positions	1
Need greater coordination	2
Philosophy at odds with administration ..	1
Trustees do not see need	1
5. Needs Additional help	4
6. Not enough duties	3
7. Personal	3
Family situation makes work unsatisfactory	2
Satisfied but open to improvement	1
8. Too many duties	6
Executive duties too heavy	1
Lack of time and budget	1
Overload of teaching	2
Too many duties	2

CHART 60.

14. Any further comments?
 1. Administration not willing to invest money in this work.
 2. Believes in combination teaching-administration; Remains amateur.
 3. Business experience valuable.
 4. City university makes special problems.
 5. Has duties of academic dean.
 6. Has far-seeing President.
 7. Is leaving present work to become a Dean of Men.
 8. Most successful Deans have most common sense.
 9. Not typical Dean of Men's Office.
 10. Office needs clearer definitions and more professional.
 11. Old school advocate—advises—not a psycho-analyst.
 12. Significance of work underrated.
 13. Wants to get Doctorate and go ahead.
 14. Wishes N. A. D. A. M. would extend work.

APPENDIX D

Official Roster of Those In Attendance at the Albuquerque Meeting

Name	Institution	Title
Allen, James G.	Texas Technological College	Dean of Men
Bartle, H. Roe	Kansas City, Missouri	
Bishop, Robert W.	University of Cincinnati	Executive Secretary YMCA
Bostwick, J. L.	Univ. of New Mexico	Dean of Men
Bradfield, L. M.	University of Omaha	Dean of Students
Bratton, Sam G.	Univ. of New Mexico	President of the Board of Regents
Judge		
Bruere, John	College of Wooster	Dean of Men
Buck, Phil Walter	New Mexico State Teachers College	Chairman, Personnel Committee
Bunn, John W.	Stanford University	Dean of Men
Carlson, Harry G.	University of Colorado	Dean of Men
Cole, J. P.	Louisiana State Univ.	Dean of Student Affairs
Croft, Jack	Utah State Agr. College	Dean of Men
Dirks, Louis H.	DePauw University	Dean of Men
Dubach, U. G.	Oregon State College	Dean of Men
DuShane, Donald M.	Lawrence College	Dean of Students
Feth, J. H.	Univ. of New Mexico	Director, Student Em- ployment
Findlay, J. F.	University of Oklahoma	Dean of Men
Gadd, Wesley	Colorado College	Dean of Men
Guess, R. Malcolm	University of Mississippi	Dean of Men
Hampton, V. J.	University of Illinois	Assistant Dean of Men
Harper, W. C.	University of Nebraska	Assistant Dean of Student Affairs
Helser, M. D.	Iowa State College	Dean of the Junior Col- lege and Director of Personnel
Holtz, A. A.	Kansas State College	Men's Adviser
Hubbell, Garner E.	Principia College	Dean of Men
Humphreys, Allen S.	University of Arkansas	Personnel Director
Hunt, Everett	Swarthmore College	Dean
Isen, Joe J.	Bona Fide Reporting Company, Inc.	Reporter
Johnson, Alan W.	University of Cincinnati	Graduate Assistant to the Dean of Men
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Kelly, Joseph D.	Kent State University	Assistant
Lawson, John E. Jr.	University of Denver	Dean of Men
Linkins, R. H.	Illinois State Normal University	Dean of Men
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Men
Mallett, Donald R.	University of Iowa	Student Counselor
Malone, Tom	Colorado College	Guest
Manchester, R. E.	Kent State University	Dean of Men
McCreery, Otis C.	State College of Wash.	Dean of Men
McElroy, C. H.	Okla. A. & M. College	Dean of Men

APPENDIX D (Continued)

Name	Institution	Title
Meier, Adolph E.	Swarthmore College	Assistant Dean of Men
Moore, V. I.	The University of Texas	Dean of Student Life
Newman, J. H.	University of Alabama	Dean of Men
Nowotny, Arno	The University of Texas	Assistant Dean of Men
O'Donnell, Wm. B.	New Mexico State College of A. & M. Arts	Dean of Students
Olmsted, C. T.	University of Michigan	Assistant Dean of Students
Postle, Arthur S.	University of Cincinnati	Dean of Men
Rackham, Eric N.	University of Colorado	Assistant Dean of Men
Reed, Leslie I.	Iowa State Teachers College	Dean of Men
Richards, C. F.	Denison University	Dean of Men
Schutte, T. H.	New Mexico State Teachers College	Director of Prof. Training
Schultz, J. R.	Allegheny College	Dean of Men
Stromberg, Eleroy	Oklahoma A. & M. College	Assistant Professor of Psychology and Head of Student Personnel
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thompson, R. V.	University of Nevada	Professor of Philosophy and Dean of Men
Turner, Fred H.	University of Illinois	Dean of Men
Weaver, Fred H.	Univ. of North Carolina	Assistant Dean of Students
Wunderlich, H. J.	University of Idaho	Dean of Men and Admin. Sect.
Zumbrunnen, A. C.	Southern Methodist University	Dean of Students
Zimmerman, J. F.	Univ. of New Mexico	President

APPENDIX E

Roster of Ladies Group

Mrs. Robert W. Bishop	Mrs. Everett Hunt
Mrs. J. L. Bostwick	Mrs. Alan W. Johnson
Mrs. Edward Bowe	Mrs. J. H. Julian
Mrs. L. M. Bradfield	Mrs. Joseph D. Kelly
Mrs. Sam G. Bratton	Mrs. Donald R. Mallett
Mrs. John W. Bunn	Mrs. R. E. Manchester
Mrs. J. P. Cole	Mrs. Otis C. McCreery
Mrs. Louis H. Dirks	Mrs. V. I. Moore
Mrs. U. G. Dubach	Mrs. J. H. Newman
Miss Elizabeth Elder	Mrs. Arno Nowotny
Mrs. V. J. Hampton	Mrs. C. F. Richards
Mrs. W. C. Harper	Mrs. J. Jorgen Thompson
Mrs. M. D. Helser	Mrs. R. V. Thompson
Mrs. A. A. Holtz	Mrs. Fred H. Turner
	Mrs. J. F. Zimmerman

APPENDIX F

Roster of Members 1939-40

Institution	Address	Representative
Akron, University of	Akron, Ohio	D. H. Gardner
Alabama, University of	University, Alabama	J. H. Newman
Allegheny College	Meadville, Pa.	J. R. Schultz
American University	Washington, D. C.	George B. Woods
Arkansas State College	Jonesboro, Ark.	H. W. Hollard
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys (Personnel Director)
Augustana College	Rock Island, Illinois	Arthur Wald
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin
Brown University	Providence, R. I.	S. T. Arnold
Bucknell University	Lewisburg, Pa.	Ralph E. Page
California, University of	Berkeley, California	Hurford E. Stone Acting Dean of Undergraduates
California, Univ. of at L. A.	Los Angeles, Calif.	Earl J. Miller
Capital University	Columbus, Ohio	Armin H. Meyer
Carnegie Institute of Technology	Pittsburgh, Pa.	B. E. Warden
Case School of Applied Science	Cleveland, Ohio	Theodore M. Focke
Cincinnati, University of	Cincinnati, Ohio	Arthur S. Postle
The Citadel (The Military School of S. Carolina)	Charleston, South Carolina	Leaman C. Dye
Colorado College	Colo. Springs, Colo.	Wesley Gadd
Colorado, University of	Boulder, Colorado	H. G. Carlson
Cooper Union Institute of Technology	New York, New York	Walter S. Watson (Director of Student Relations)
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	C. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colorado	Prof. John Lawson
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Florida, University of	Gainesville, Florida	R. C. Beaty
Georgia School of Technology	Atlanta, Georgia	Floyd Field
Haverford College	Haverford, Pa.	H. Tatnall Brown
Idaho, University of	Moscow, Idaho	Herbert Wunderlich
Illinois Institute of Technology	Chicago, Illinois	C. A. Tibbals, Dean of Armour College of Engineering

APPENDIX F (Continued)

Institution	Address	Representative
Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner
Indiana, University of	Bloomington, Ind.	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	Robert Rienow
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Kentucky	T. T. Jones
Lawrence College	Appleton, Wis.	Donald M. DuShane (Dean of Students)
Lehigh University	Bethlehem, Pa.	Wray H. Congdon
Louisiana State Univ.	Baton Rouge, La.	J. P. Cole
Maine, University of	Orono, Maine	L. S. Corbett
Massachusetts Institute of Technology	Cambridge, Mass.	H. E. Lobdell
Miami University	Oxford, Ohio	W. E. Alderman
Michigan State College	East Lansing, Mich.	Fred T. Mitchell
Michigan, University of	Ann Arbor, Mich.	Joseph A. Bursley
Millikin University,	Decatur, Illinois	C. L. Miller
The James		
Minnesota, University of	Minneapolis, Minn.	E. E. Nicholson
Mississippi, University of	Oxford, Miss.	R. M. Guess
Missouri, University of	Columbia, Missouri	Darwin A. Hindman Acting Director, Student Affairs for Men
Montana State College	Bozeman, Montana	Marvin F. Kelly
Montana State Univ.	Missoula, Mont.	J. Earl Miller
Municipal Univ. of Omaha	Omaha, Nebraska	L. M. Bradfield
Muskingum College	New Concord, Ohio	C. C. McCracken
Nebraska, University of	Lincoln, Nebraska	T. J. Thompson
New Mexico, Univ. of	Albuquerque, New Mexico	J. L. Bostwick
New York University	New York, New York	
North Carolina State College	Raleigh, No. Carolina	E. L. Cloyd
Northeastern University	Boston, Mass.	Harold W. Melvin
Northwestern University	Evanston, Illinois	Elias Lyman
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	L. W. Lange
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. College	Stillwater, Oklahoma	C. H. McElroy
Oklahoma, University of	Norman, Oklahoma	James F. Findlay
Pittsburgh, University of	Pittsburgh, Pa.	Vincent W. Lanfear
Principia, The	Elsah, Illinois	Garner E. Hubbell
Princeton University	Princeton, New Jersey	Christian Gauss
Purdue University	Lafayette, Ind.	M. L. Fisher
Ripon College	Ripon, Wis.	J. Clark Graham
Rollins College	Winter Park, Florida	A. D. Enyart
Rutgers University	New Brunswick, New Jersey	Frazer Metzger

APPENDIX F (Continued)

St. Olaf College	Northfield, Minn.	J. J. Thompson
South Dakota, Univ. of	Vermillion, So. Dak.	J. H. Julian
Southern Calif., Univ. of	Los Angeles, Calif.	Francis Bacon
Southern Illinois State Normal Univ.	Carbondale, Illinois	E. G. Lentz
Southern Methodist Univ.	Dallas, Texas	A. C. Zumbrunnen
Stanford University	Stanford, Calif.	John Bunn
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Temple University	Philadelphia, Pa.	J. C. Seegers
Tennessee, University of	Knoxville, Tenn.	John O. Moseley
Texas Technology College	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	V. I. Moore
Union College	Lincoln, Nebraska	G. W. Habenicht
Utah State Agr. College	Logan, Utah	Jack Croft
Virginia Polytechnic Institute	Blacksburg, Virginia	Julian A. Burruss, President
Washington & Lee Univ.	Lexington, Virginia	Frank J. Gilliam
Washington State College	Pullman, Wash.	Otis McCreery
Washington University	St. Louis, Missouri	W. D. Shipton
Wayne University	Detroit, Michigan	Warren K. Layton (Dean of Students)
Western Reserve Univ.	Cleveland, Ohio	Robert E. Bates
William & Mary, College of	Williamsburg, Va.	J. Wilbert Lambert
Wisconsin, University of	Madison, Wisconsin	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing (Dean of Students)
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, University of	Laramie, Wyoming	B. C. Daly
Brigham Young Univ.	Provo, Utah	Wesley P. Lloyd

EMERITUS DEANS

Stanley Coulter, Eli Lilly & Company, Indianapolis, Indiana
 George Culver, Leland Stanford University, Stanford, California
 C. R. Melcher, University of Kentucky, Lexington, Kentucky
 H. Roe Bartle, Kansas City, Missouri (Honorary Member)

APPENDIX G

Summary of Previous Meetings

<i>Meeting</i>	<i>Year</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, N. M.	J. F. Findlay	F. H. Turner

APPENDIX H

Standing Committees 1940-41

Executive Committee—1939-40

Dean J. F. Findlay, Chairman

Dean J. L. Bostwick

Dean F. H. Turner

Dean D. H. Gardner

Dean J. A. Bursley

Dean J. H. Newman

Dean J. R. Schultz

Executive Committee—1940-41

Dean J. J. Thompson

Dean A. S. Postle

Dean F. H. Turner

President J. F. Findlay

Dean J. L. Bostwick

Dean Donfred H. Gardner

Dean J. H. Newman

Committee on Nominations and Place for 1941 and 1942

Dean Fred T. Mitchell, Chairman

Dean H. E. Lobdell

Dean E. L. Cloyd

Dean J. R. Schultz

Dean Otis McCreery